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ABSTRACT

This 2001 follow-up study conducted in the spring of 2001 and reported in the fall of 2001,targeted 2 groups of former Lane Community College (LCC) (Oregon) students. Surveys were mailed to all 1990-2000 graduates (students who earned a degree or certificate). The second group contacted were students who had achieved no formal award (NFA). These were students who earned 60 or more units toward a degree, earned 12 or more credits during at least 1 term, did not earn a degree or certificate, and did not return to LCC for fall term 2000. The data were analyzed according to respondents' completion status--graduate or NFA--and major grouping--a professional technical (PT) major or lower-division collegiate (LDC) transfer major. A total of 1,604 students were contacted for the study. The overall response rate of 39% was fairly typical of recent surveys. Results include: (1) overall, 55% of the respondents were in the 18-to-29 age group; (2) 45% of females responded to the survey, while 32% of males responded; (3) 85% of graduates indicated they had accomplished their educational goals; (4) 43% of NFA respondents indicated they left Lane because they transferred or moved out of the area; and (5) 52% of LDC respondents who did not obtain a degree or certificate indicated they left Lane because they transferred. The Transfer Student Survey and the Professional Technical Student Survey Instruments are appended. (Contains 41 tables.) (NB)

Student Follow-Up Study
Spring 2001

1999-2000 Students: *One Year Later*

Lane Community College

Study Conducted Spring 2001
Report Fall 2001

Student Follow-Up Study
Spring 2001

1999-2000 Students: *One Year Later*

Institutional Research, Assessment and Planning
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Fall 2001

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Executive Summary

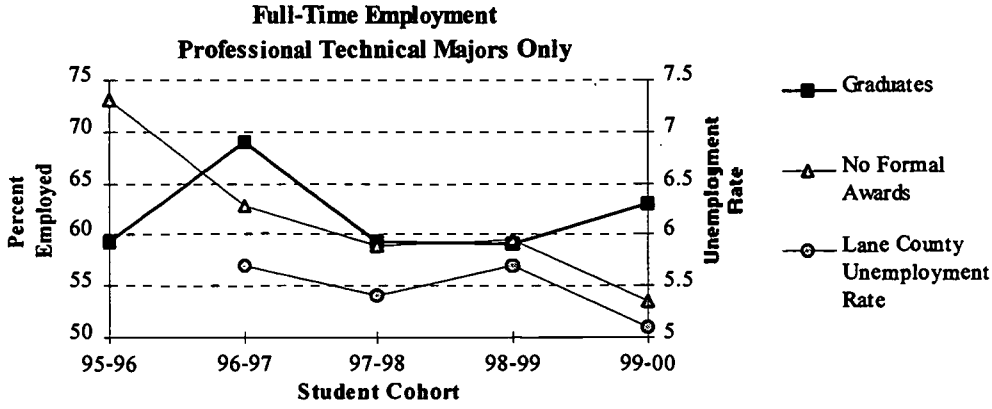
The 2001 Follow-Up Study of 1999-00 Students targeted two groups of former Lane Community College students. Surveys were mailed to all 1999-00 **graduates** (students who earned a degree or certificate). The second group contacted was **no formal award** (NFA) students. These were students who achieved a total of 60 or more credits for a degree, earned 12 or more credits during at least one term, did not earn a degree or certificate, and did not return to Lane for fall term 2000. The data were analyzed according to a respondent's completion status—graduate or NFA—and Major Grouping—a professional technical (PT) major or Lower Division Collegiate (LDC) transfer major.

Demographics

- Overall, 55 percent of the respondents were in the 18 to 29 year age group. A higher percentage of females responded to this survey than did males (45% and 32% respectively).

Employment

- Overall, the current data indicate that PT graduates have a narrowing advantage over NFA respondents in obtaining new jobs after their Lane education, in obtaining related jobs, and in obtaining higher incomes.
- Over 89 percent of employed PT graduates who reported they were employed in jobs related to their fields indicated their Lane courses were "relevant" or "very relevant."



- The average monthly income for all professional technical respondents employed full-time increased $195 or 9 percent compared to last year's study. Nearly 63 percent of graduates and 54 percent of NFA professional technical respondents were employed full-time.

Cooperative Education

- Approximately 86 percent of all respondents who participated in Cooperative Education rated its "value" and "relevance" as "good" or "very good."

Lane Training

- Nearly 90 percent of former professional technical students employed in jobs related to their Lane fields of study indicated Lane's overall training was excellent or good.

Transfer

- As in prior years, two thirds of the respondents with lower division transfer majors (67%) were attending school either full- or part-time when they completed the survey. A majority of graduates and respondents with professional technical majors were not in school.
- Nearly 81 percent of respondents with LDC transfer majors who had transferred to a four-year college or university reported that Lane prepared them "well" or "very well" for classes at their new institutions.
- Over 82 percent of LDC transfer majors indicated they were "well" or "very well" prepared for writing tasks at a four-year school or in the work environment.

Reasons for Choosing Lane

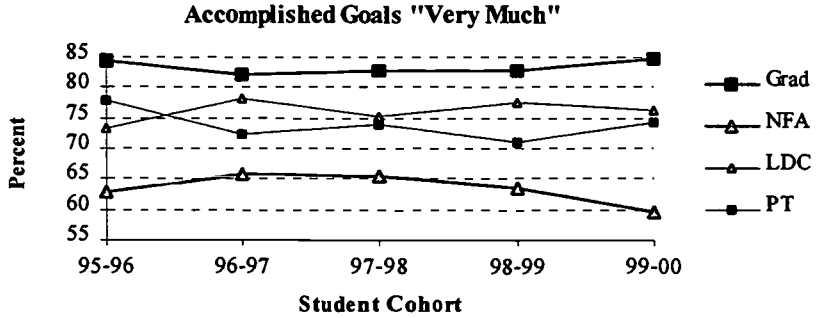
- Overall, respondents indicated that cost and location were the two primary reasons they chose to attend Lane rather than another college or university.
- As in the last two year's studies, graduates were most likely to attend Lane to transfer compared to graduates from the 1998 study who were most likely to attend Lane to prepare for a new job.
- Over 47 percent of all respondents indicated the likelihood of taking classes at Lane in the next two-three years was "likely" or "very likely." Another 15 percent of all respondents indicated the likelihood of taking classes at Lane in the next two-three years was "somewhat likely."

Goals and Attainment

- A majority of students achieved the objective indicated by their primary reason for attending Lane.

Number Indicating Primary Reason		Achievement	
Transfer	286	237	83% transferred.
Earn certificate/degree	103	81	79% graduated.
Prepare for a new job	172	98	57% were working in a related job, and not the same job as before attending Lane.

- Overall, no formal award respondents with transfer majors tended to leave Lane before completing a degree primarily because they transferred to another school (52%) or had financial problems (27%).
- NFA respondents with PT majors who left Lane before completing a degree did so because they transferred to another school (21%) or had financial problems (17%).
- Overall, three fourths of the respondents reported they achieved their goals "very much."



2001 Follow-Up Study of 1999-00 Students

General Analysis

The Survey Instruments

The Institutional Research, Assessment & Planning (IRAP) department has conducted a survey of former Lane students each year since 1976. The survey is conducted one year after the students graduated or left Lane.

IRAP mailed two different surveys: one to transfer majors and another to professional technical majors. The two surveys had ten questions in common (e.g. reasons for attending, goals, co-op education experience, educational status, and employment status). The transfer instrument asked about transferring to a four-year school and writing courses and writing task preparation for four-year schools. The professional technical instrument asked more detailed questions about employment; e.g., related jobs, course relevance, and job skills. The professional technical survey also asked former students about Lane training and the importance of specific job skills.

Appendix A contains the transfer survey instrument, and Appendix B contains the professional technical survey instrument.

The Survey Population

The study targeted two distinct groups of students:

- **Graduates**: all students who earned a degree or certificate during the 1999-00 academic year.
- **No formal award students (NFA)**: all students who attended full-time at least one term during the 1999-00 academic year, did not achieve a degree or certificate, earned at least 60 credits for a degree program while attending Lane, and did not re-enroll fall term 2000.

Methodology

In February 2001 lists of all graduates and no formal award students as defined above were extracted from Lane's student database. In March 2001 surveys were mailed to former students with USA addresses (1,604 out of 1,646 total): a transfer major survey went to transfer majors and a professional technical (PT) survey went to PT students. Three weeks after surveys were mailed, telephone follow-up interviews began with all non-respondents who had local telephone numbers within the Eugene-Springfield calling area (1,007 out of 1,273 total non-respondents). A private outside company Advanced Marketing Research conducted the telephone interviews.

Responses from the mail-in surveys were entered into an MS Access database. Responses from the phone surveys were entered into a computer program by Advanced Marketing Research and subsequently merged with the mail-in data in MS Access. All survey responses were merged with demographic data extracted from Lane's central student database for eventual analysis.

The survey has always been conducted nine to twelve months after students graduate or leave Lane.

Response Rates

Sixteen hundred and four students were contacted for this study. The overall response rate (39%) was fairly typical of recent surveys. Response rates are listed in tables 1 through four.

Analysis of Data

The data were analyzed using MS Access and MS Excel, microcomputer-based database and spreadsheet software applications. The general analyses used two different groupings of respondents. First, each item was analyzed using a respondent's completion status grouping (graduate or no formal award). Second, each item was analyzed by grouping of reported major (professional technical major or lower division collegiate transfer major).

Separate detailed reports will be prepared for individual departments that will contain analyses of the data by professional technical programs.

Limitations

The results of this survey are expressions of the attitudes, perceptions, and experiences of former students. As such, they are valid and offer valuable insights into Lane's operations even though they may reflect a different reality than that perceived by Lane faculty and staff. These sorts of data also may reflect a constructed reality in which respondents may have changed or filtered the past according to their current situations. These students' responses could also reflect an evolution in goals and expectations. For example, students who originally intended to earn a degree, but who left Lane after a year to accept a job, may report they accomplished their goals even though their original goal of earning a degree was not attained. Additionally, respondents may tend to answer questions with a "socially acceptable" response or a response that may reflect more favorably on their present situation. Research has shown that self-reported income, for example, often is one such survey item.

Tables and Graphs

Except for numerical ratings, each chart and graph consists of data for one question or item based on both Completion Status and Major Grouping. In general, only frequency tables are shown. Shading is used on the tables, usually to emphasize the most frequent response or the highest rating for a group.

Some graphs may portray data in groupings that are collapsed from the data listed in the table. Some trend data are included for selected questions.

The survey results are divided into five sections of like data for easier reading (Demographics and Background, Goals and Attainment, Education and Employment Status, CWE Ratings, and Job Skills). Readers are encouraged to seek relationships among data from across sections and to contact the Institutional Research, Assessment & Planning department with questions that require additional analyses of the data.

Further Reports

Analysis of student follow-up data by degree program and instructional department will be sent to the corresponding department chairs and program coordinators in the form of a Student Outcomes Report for professional technical programs. These reports also will be available from Institutional Research, Assessment & Planning.

Student Follow-Up Study
Spring 2001

1999-2000 Students: *One Year Later*

Detailed Analysis

Table 1: Historical Response Rates and Employment Status

Graduates (Professional Technical Majors Only)

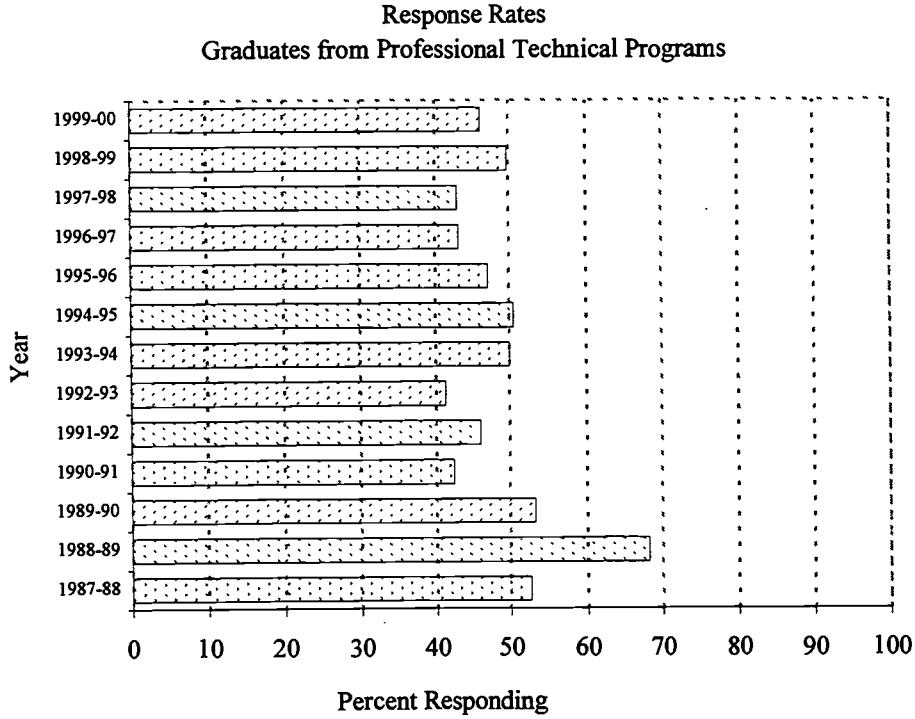
Year	Potential Respondents	Respondents n	Respondents %	Employed n	Employed %	Emp. in a Related Job n	Emp. in a Related Job %
1987-88	480	253	52.7	198	78.3	155	78.3
1988-89	424	289	68.2	242	83.7	204	84.3
1989-90	437	233	53.3	190	81.5	160	84.2
1990-91	519	220	42.4	167	75.9	142	85.0
1991-92	565	260	46.0	204	78.5	180	88.2
1992-93	649	268	41.3	242	90.3	199	82.2
1993-94	646	323	50.0	265	82.0	227	85.7
1994-95	619	313	50.6	262	83.7	206	78.6
1995-96	520	245	47.1	206	84.1	147	71.4
1996-97	489	211	43.1	179	84.8	147	82.1
1997-98	449	193	43.0	151	78.2	131	86.8
1998-99	412	205	49.8	162	79.0	137	84.6
1999-00	524	242	46.2	198	81.8	165	83.3
Total	7,276	3,544	48.7%	2,907	82.0%	2,400	82.6%

Example: The percentage of professional technical (PT) program 1999-00 graduates who responded to this survey was 46.2.

The percentage of 1999-00 PT respondents who were employed was 81.8.

The percentage of responding employed PT 1999-00 graduates who have a job in a related field was 83.3.

Note: "Employed" includes respondents working full-time, part-time, or full-time military at time of survey.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

Institutional Research, Assessment and Planning / Fall 2001

Table 2: Historical Response Rates and Employment Status

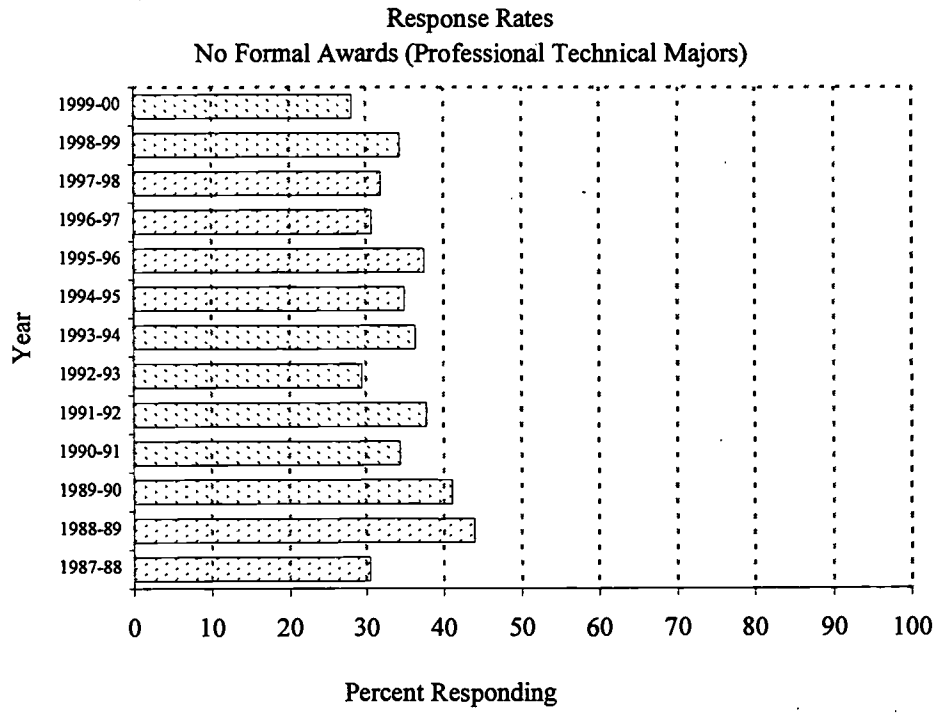
No Formal Awards (Professional Technical majors only)

Year	Potential Respondents	Respondents n	Respondents %	Employed n	Employed %	Emp. in a Related Job n	Emp. in a Related Job %
1987-88	141	43	30.5	25	58.1	16	64.0
1988-89	139	61	43.9	46	75.4	26	56.5
1989-90	117	48	41.0	39	81.3	27	69.2
1990-91	128	44	34.4	27	61.4	12	44.4
1991-92	167	63	37.7	45	71.4	30	66.7
1992-93	363	107	29.5	73	68.2	45	61.6
1993-94	319	116	36.4	83	71.6	46	55.4
1994-95	361	126	34.9	94	74.6	52	55.3
1995-96	240	90	37.5	79	87.8	47	59.5
1996-97	387	119	30.7	96	80.7	68	70.8
1997-98	260	83	31.9	66	79.5	36	54.5
1998-99	250	86	34.4	66	76.7	27	40.9
1999-00	256	72	28.1	50	69.4	23	46.0
Total	3,317	1,123	33.9%	830	73.9%	483	58.2%

Example: The percentage of 1999-00 professional technical NFAs who were contacted by survey and responded was 28.1.

The percentage of 1999-00 NFA respondents who are employed was 69.4.

The percentage of employed 1999-00 NFA respondents who have a job in a related field was 46.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

Table 3: Response Rates and Employment Status

(Professional Technical Majors Only)

Completion Status	Potential Respondents	Respondents N	Respondents %	Employed N	Employed %	Emp. Related Job N	Emp. Related Job %
Graduates	524	242	46.2	198	81.8	165	83.3
No Formal Awards (NFA)	256	72	28.1	50	69.4	23	46.0
Total	780	314	40.3%	248	79.0%	188	75.8%

Example:
The number of 1999-00 professional technical (PT) graduates contacted by this survey was 524.
The percentage of 1999-00 PT graduates who responded to this survey was 46.2.
The percentage of responding 1999-00 PT graduates who were employed was 81.8.
The percentage of responding 1999-00 PT grads who were employed in jobs related to their Lane training was

Table 4: Response Rates and Employment Status

(All Respondents)

Completion Status	Potential Respondents	Respondents N	Respondents %	Employed N	Employed %	Emp. Related Job N	Emp. Related Job %
Graduates	879	393	44.7	289	73.5	165	57.1
No Formal Awards (NFA)	725	233	32.1	145	62.2	23	15.9
Total	1,604	626	39.0%	434	69.3%	188	43.3%

Example:
# of 1999-00 graduates contacted by this survey was 879.
% of 1999-00 graduates who responded to this survey was 44.7%.
% of responding 1999-00 graduates who were employed was 73.5%.
% of responding 1999-00 graduates who were employed in jobs related to their Lane training was 57.1%.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
Institutional Research, Assessment and Planning / Fall 2001

Table 5: Respondents' Major Grouping and Completion Status (All Respondents)

Major Grouping	Grads n	Grads %	NFA n	NFA %	Total n	Total %
LDC	151	38.4	161	69.1	312	49.8
Prof Tech	242	61.6	72	30.9	314	50.2
Total	393	100.0	233	100.0	626	100.0

Example: The percentage of graduate respondents who were LDC majors was 38.4.

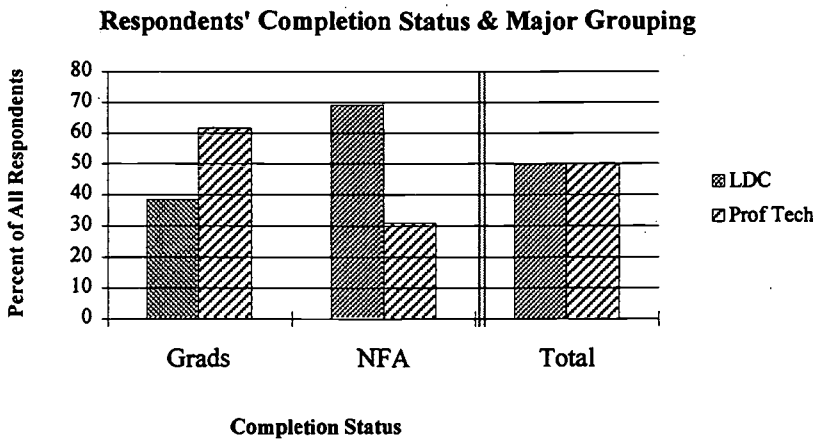
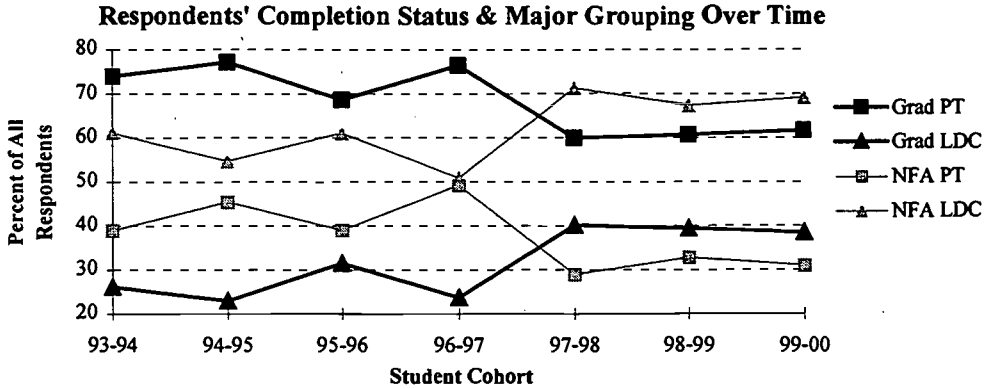


Table 5a: Respondents' Major Grouping and Completion Status Over Time

Major Grouping	93-94	94-95	95-96	96-97	97-98	98-99	99-00
Grad PT	73.9	77.1	68.6	76.4	59.9	60.7	61.6
Grad LDC	26.1	22.9	31.4	23.6	40.1	39.3	38.4
NFA PT	38.9	45.3	39.0	49.2	28.9	32.7	30.9
NFA LDC	61.1	54.7	61.0	50.8	71.1	67.3	69.1

Example: The percentage of 1999-00 graduate respondents who were professional technical (PT) majors was 61.6.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
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Demographics

Demographic data elements include age, gender and ethnic background. Age is reported in years and also is collapsed into ranges.

Age

- More than half (55%) of the graduate respondents were under 30 years old. As in the prior year's study, graduate respondents in the 22-29 year age group comprised the highest percentage (32.2%).

- Twenty-seven percent of no formal award student (NFA) respondents were 18-21 years old and 40.9 percent of NFA respondents were 22-29 years old.

- Nearly 74 percent of lower division collegiate (LDC) transfer students were in the 18-29 age group. As in last year's study, the age group with the highest percentage of transfer students was the 18-21 year old respondents (35.4%). Prior to last year, the age group with the highest percentage of transfer students had been 22-29 year old students.

- Just over half (55.2%) of the professional technical (PT) respondents were 30 years or older. PT respondents in the 40-49 year age group comprised the highest percentage (24.4%).

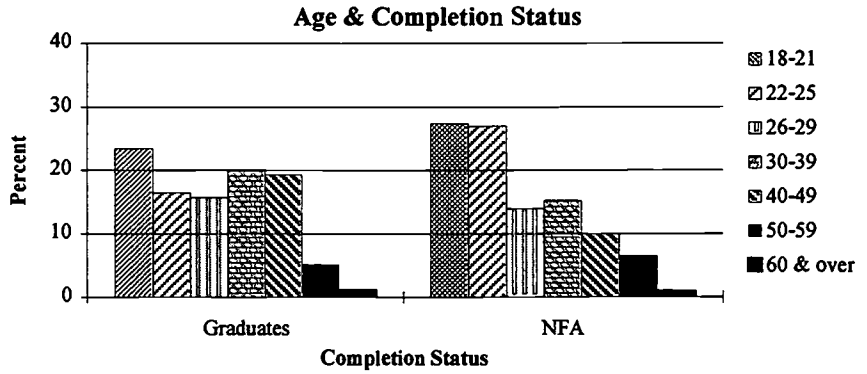
Interpretation/Analysis:
Overall, three fifths of the respondents in this year's study (60.3%) of 1999-00 students were under 30.

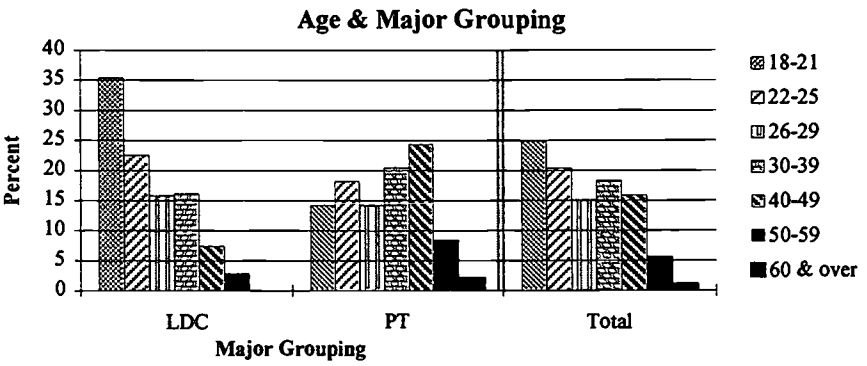
LDC transfer students tended to be younger than graduates or students who had professional technical majors. These age profiles support the view that a more traditional college-aged student attending Lane generally strives to transfer to a four-year institution, often without achieving a degree. Older students, in contrast, tend to graduate or earn a professional technical degree while attending Lane.

Table 6: Age (All Respondents)

	Completion Status				Major Grouping					
	Graduates		NFA		LDC		PT		Total	
Age	n	%	n	%	n	%	n	%	n	%
Under 18	-	-	-	-	-	-	-	-	-	-
18-21	91	23.4	63	27.4	110	35.4	44	14.3	154	24.9
22-25	64	16.5	62	27.0	70	22.5	56	18.2	126	20.4
26-29	61	15.7	32	13.9	49	15.8	44	14.3	93	15.0
30-39	78	20.1	35	15.2	50	16.1	63	20.5	113	18.3
40-49	75	19.3	23	10.0	23	7.4	75	24.4	98	15.8
50-59	20	5.1	15	6.5	9	2.9	26	8.4	35	5.7
60 & over	4	1.0	2	0.9	-	-	6	1.9	6	1.0
Total	389	100.0	230	100.0	311	100.0	308	100.0	619	100.0

Example: The percentage of responding graduates who were 18-21 when they graduated was 23.4.





Respondents are represented three times:
-Once in Completion Status as either a graduate or NFA (no formal award)
-Secondly in major grouping as either LDC (lower division collegiate transfer) or PT (professional technical)
-A third time in the total.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey.
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Gender

- The percent of female respondents in this year's study (61.9%) is similar to the percentage of female respondents in last year's study (64.1%) or the prior year's study (62.7%).

- The distribution of females and males in this current study of 1999-00 respondents is similar to the distribution of females and males in last year's study for both graduate and professional technical respondents.

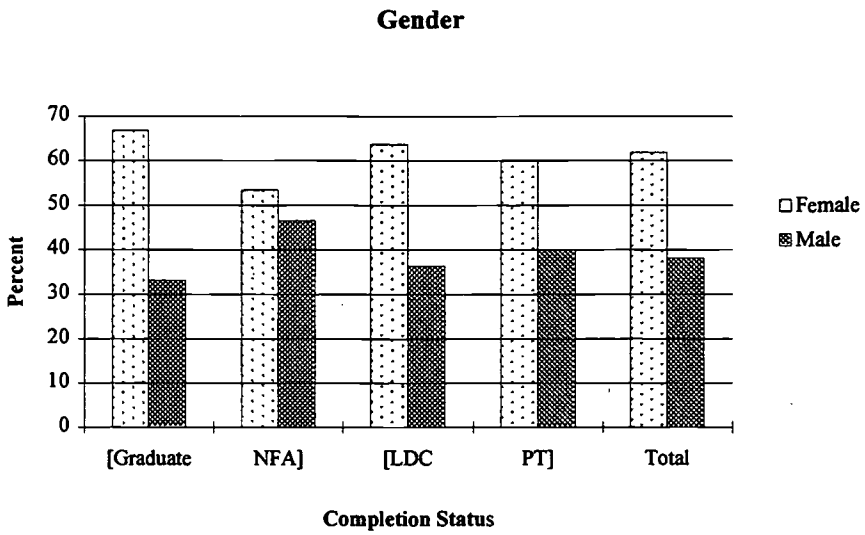
Interpretation/Analysis:

As in the past, females are more apt to complete a student follow-up survey, with nearly 45 percent of those contacted doing so with the current survey. In contrast, just over 32 percent of the contacted males responded. Female respondents were more likely to have earned a degree or certificate than males (49% and 38% respectively).

Table 7: Gender (All Respondents with known gender)

	Completion Status				Major Grouping					
	Graduates		NFA		LDC		PT		Total	
Gender	n	%	n	%	n	%	n	%	n	%
Female	262	66.8	124	53.4	198	63.7	188	60.1	386	61.9
Male	130	33.2	108	46.6	113	36.3	125	39.9	238	38.1
Total	392	100.0	232	100.0	311	100.0	313	100.0	624	100.0

Example: The percentage of graduate respondents who were female was 66.8.



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Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
nal Research, Assessment and Planning / Fall 2001

Ethnic Background

- As with prior follow-up surveys, Caucasians constitute the vast majority of 1999-00 respondents in the current study.
- One half of Asian/Pacific Islander respondents were transfer majors and nearly 58 percent earned an award.
- Over half of the Caucasian respondents were graduates (61%).
- Half of the Caucasian respondents were transfer majors (52%).

Interpretation/Analysis:

The overall response rate was nearly 39 percent. The response rate for African-Americans (40%), Hispanic students (38%), and International students (39%) was similar compared to Caucasians (41%).

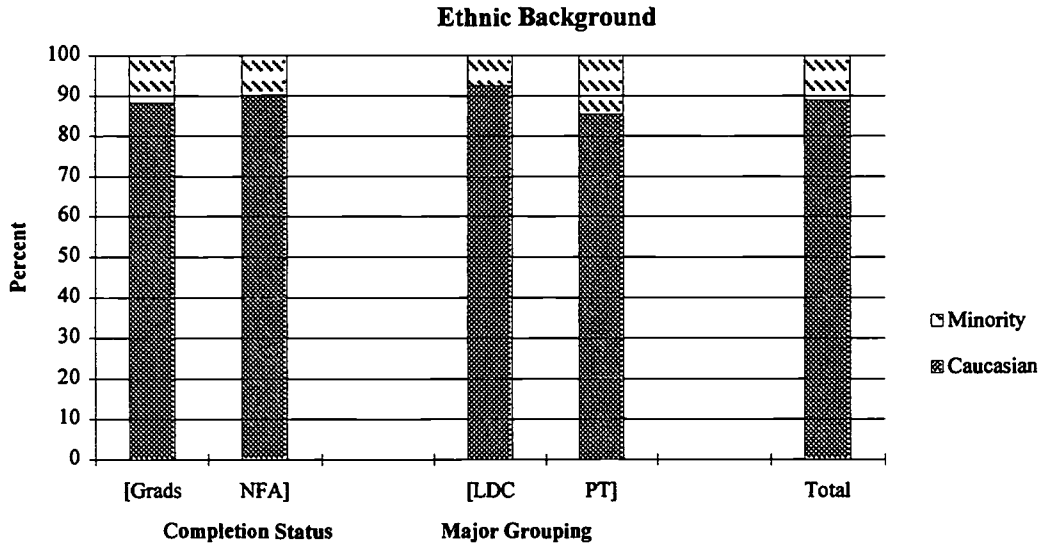
The response rate for American Indians (27%) and Asians (22%) was much lower compared to the overall rate of 39 percent.

Table 8: Ethnic Background (All Respondents)

	Completion Status				Major Grouping					
	Graduates		NFA		LDC		PT		Total	
Ethnicity	n	%	n	%	n	%	n	%	n	%
African-American	3	1.0	3	1.6	2	0.8	4	1.7	6	1.3
Asian/Pacific Islander	11	3.7	8	4.4	9	3.8	10	4.2	19	4.0
Caucasian	260	88.1	164	90.1	220	92.4	204	85.4	424	88.9
Hispanic	12	4.1	4	2.2	4	1.7	12	5.0	16	3.4
Nat. Amer./Nat. Alaskan	9	3.1	3	1.6	3	1.3	9	3.8	12	2.5
Total	295	100.0	182	100.0	238	100.0	239	100.0	477	100.0
Unknown	1	0.3	-	-	-	-	1	0.4	1	0.2
International Students	97	24.7	50	21.6	73	23.5	74	23.6	147	23.6

Example: The percentage of responding graduates with known ethnicity who were African-Americans was one percent (1%). International students comprised nearly one quarter of all responding graduate students.

Note: Unknown and International student responses are not calculated in the percentages for each ethnic group.



Respondents are represented three times:
-Once in Completion Status as either a graduate or NFA (no formal award)
-Secondly in major grouping as either LDC (lower division collegiate transfer) or PT (professional technical)
-A third time in the total.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
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Registered in any Lane Classes at any Location other than Main Campus

- Of all the graduating respondents, 314 out of 626 (50.2%) took at least one Lane class in at least one location other than main campus during 1999-00.

- Over 21 percent of NFA transfer respondents took Lane classes in at least one location other than main campus.

- Over 43 percent of professional technical graduates took Lane classes in at least one location other than main campus.

Further Information

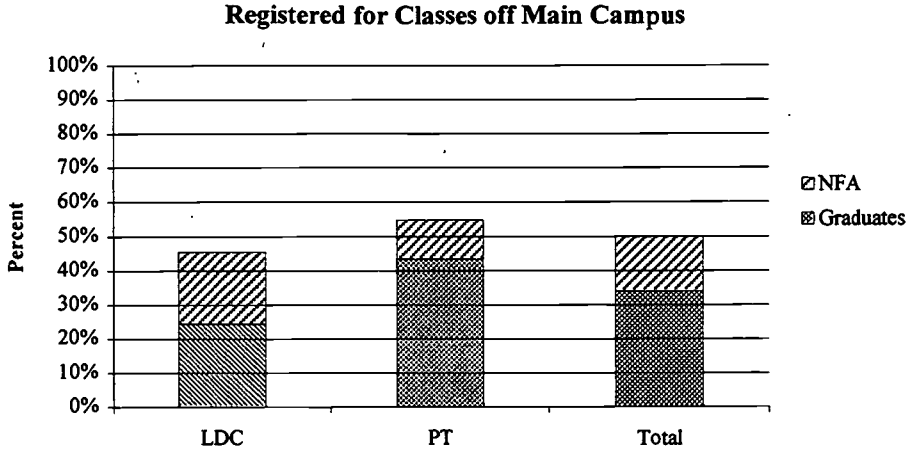
Respondents took classes at the following facilities off main campus during 1999-2000:

Cable Telecourse
Churchill High School
Creswell High School
Elmira High School
Eugene Miscellaneous
Flight Tech Airport
Harrisburg
Henry Sheldon High School
Junction City High School
LCC at Cottage Grove
LCC at Florence
LCC Downtown Center
Oakridge High School
Supervised Field Experience
Thurston High School
Wildish Building
Willamette High School

Table 9: Registered for 1999-00 Classes off Main Campus

	Major Grouping					
	LDC		PT		Total Completion Status	
Completion Status	n	%	n	%	n	%
Graduates	76	24.4%	136	43.3%	212	33.9%
NFA	66	21.2%	36	11.5%	102	16.3%
Total Major Grouping	142		172		314	
Total Respondents	312		314		626	

Example: The percentage of responding graduates with transfer majors who took any classes at any Lane location other than main campus during 1999-00 was 24.4.



Respondents are represented twice:
-Once in major grouping as either LDC (lower division collegiate transfer) or PT (professional technical)
-A second time in the total.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
ional Research, Assessment and Planning / Fall 2001

Goals and Attainment

Reasons for Choosing Lane

Why did you choose to attend Lane rather than some other college or university?

(Check all that apply)

- **[ ] Specific degree or training program was available at Lane**
- **[ ] Cost is lower at Lane**
- **[ ] Quality of instruction is higher at Lane**
- **[ ] Lane is close to home**
- **[ ] Because of enrollment restrictions at state colleges and universities**

- As in prior follow-up surveys, the most frequently reported reasons for choosing to attend Lane were lower cost and Lane's location (i.e., close to home). Respondents with professional technical majors again reported the availability of a specific program as a key reason for choosing Lane.
- As in prior studies, the high quality of instruction remains an important reason for choosing Lane for a substantial number of respondents (23%).
- The percentage of respondents with transfer majors reporting that enrollment restrictions at state colleges and universities were an important factor in choosing Lane was 9 percent.

The following comments highlight some other reasons respondents chose Lane:

* *I was more comfortable with the smaller class size as someone who was coming straight from high school in a small town.*
* *Small classes*

* *Convenience of class times around a full time job.*
* *Scheduling availability of evening classes.*
* *Distance learning program.*

* *Dislocated Worker's Program.*
* *I'm part of the dislocated workers program and had taken classes at Lane before.*
* *I've attended in the past and I really like Lane!*

* *I wasn't positive as to what I wanted to do... At LCC I could explore different fields.*
* *Good place to start since I had been out of school for six or seven years.*

* *I have a handicap and I heard from friends that Lane was very user friendly.*
* *My friend had already graduated from there.*
* *Highly recommended to me.*

* *Scholarship funds.*
* *Starting point for athletics.*

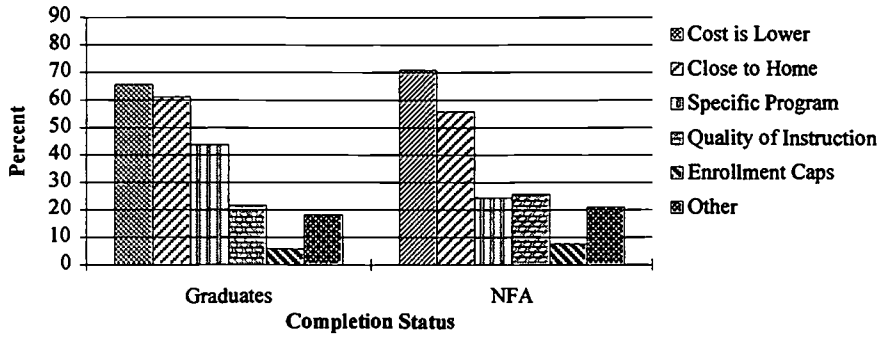
Table 10: Reasons for Choosing Lane (All Respondents)

Reasons for Choosing Lane	Completion Status: Graduates n	Graduates %	NFA n	NFA %	Major Grouping: LDC n	LDC %	PT n	PT %	Total n	Total %
Cost is Lower	258	65.6	165	70.8	257	82.4	166	52.9	423	67.6
Close to Home	240	61.1	130	55.8	172	55.1	190	60.5	370	59.1
Specific Program	172	43.8	57	24.5	43	13.8	186	59.2	229	36.6
Quality of Instruction	85	21.6	60	25.8	96	30.8	49	15.6	145	23.2
Enrollment Caps	23	5.9	18	7.7	29	9.3	12	3.8	41	6.5
Other	72	18.3	49	21.0	70	22.4	51	16.2	121	19.3
Total Respondents*	393		233		312		314		626	

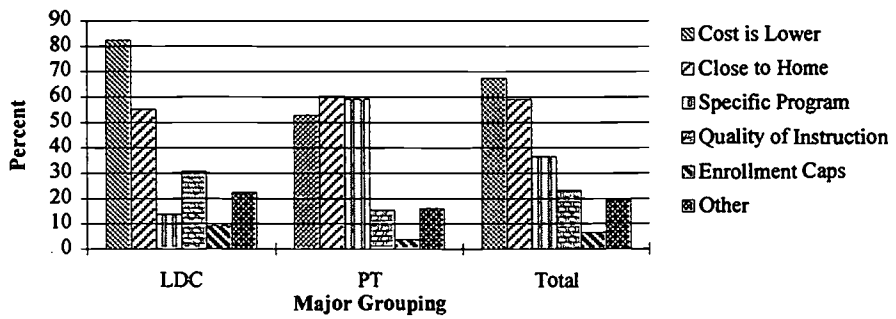
Example: The percentage of responding graduates who reported lower cost as a reason for choosing Lane was 65.6.

*Note: Respondents could indicate more than one reason for choosing Lane, therefore the number of responses is greater than the number of respondents.

Reasons for Choosing Lane & Completion Status



Reasons for Choosing Lane & Major Grouping



Respondents are represented three times:
-Once in Completion Status as either a graduate or NFA (no formal award)
-Secondly in major grouping as either LDC (lower division collegiate transfer) or PT (professional technical)
-A third time in the total.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
onal Research, Assessment and Planning / Fall 2001

Primary Reason for Attending Lane

What was your primary reason for attending Lane?

(Choose only one answer)

[ ] To complete lower division classes for transfer to a four-year college
[ ] To prepare for a new job or career
[ ] General self-improvement
[ ] To earn a one- or two-year certificate/degree (Not interested in transfer to four-year school)
[ ] To improve/update job skills for current position
[ ] Other (please specify)

- As in prior years, no formal award and LDC respondents were most likely to attend Lane *to complete lower division courses for transfer* while professional technical respondents were most likely to attend Lane to prepare for a new job or career.
- In this year's study, the percentage of graduates indicating the primary reason for attending Lane was to transfer (37.1%) was about the same as the percentage of graduates indicating the primary reason for attending Lane was to prepare for a new job or career (36.6%).
- The percentage of both graduate and professional technical respondents who indicated the primary reason for attending Lane was *to earn a one- or two-year certificate or degree* was low in this year's study compared to the last six years (Graduates: 20.7% this year compared to a six-year high of 34% in the 1998 study. Professional technical: 27.9% this year compared to a six-year high of 39% in the 1999 study).

Further Analysis:

Three out of five respondents (60%) *under 30 years old* indicated the primary reason for attending Lane was to transfer while 46 percent of the respondents *age 30 and over* indicated the primary reason for attending Lane was to prepare for a new job or career.

A majority of students achieved the objective indicated by their primary reason for attending Lane.

Primary Reason	1998 Study	1999 Study	2000 Study	2001 Achievement # Responses	#	% Achieved
Transfer	77%	79%	78%	286	237	83% transferred.
Earn certificate/degree	74%	71%	76%	103	81	79% graduated.
Prepare for a new job (2000 and 2001 studies are PT only)	61%	52%	52%	172	98	57% were working in a related job, and not the same job as before attending Lane.

Ethnicity (Note: Only six respondents were African-American)

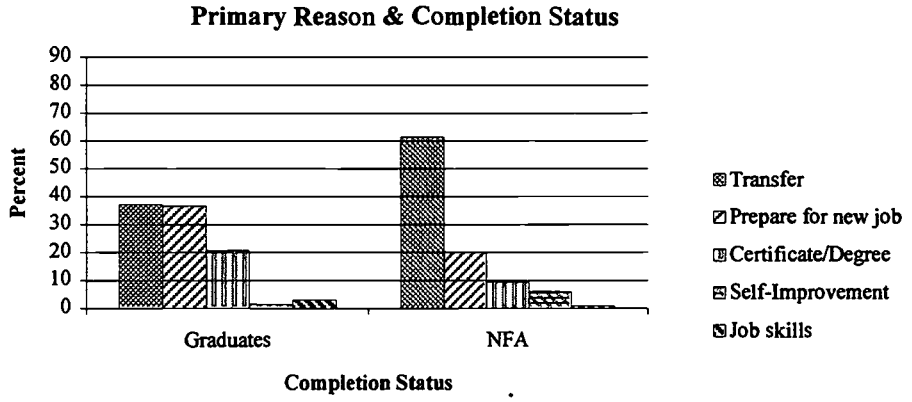
Forty two percent of Asian respondents (8 out of 19), 49 percent of Caucasian respondents (208 out of 424) and 42 percent of International student respondents (62 out of 147) indicated the primary reason for attending Lane was to transfer.

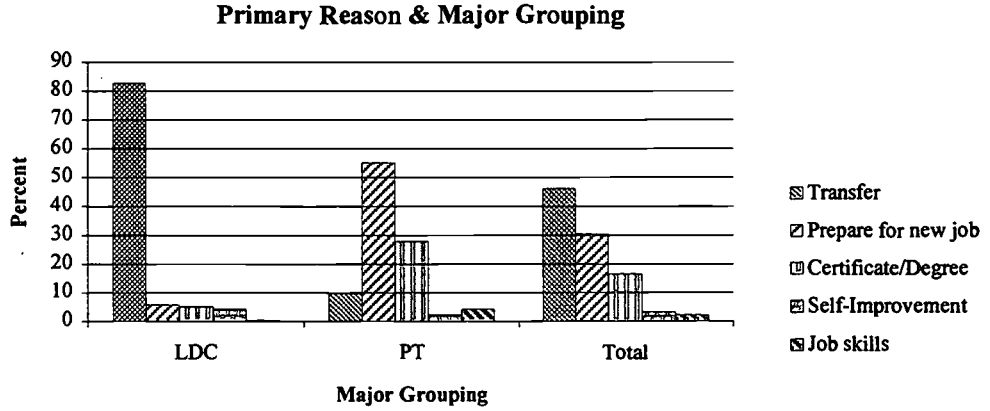
Thirty eight percent of Hispanic respondents (6 of 16) indicated the primary reason for attending Lane was to prepare for a new job or career. Forty two percent of American Indian respondents (5 out of 12) indicated the primary reason for attending Lane was to earn a one- or two-year certificate/degree and 4 out of 12 indicated transfer as their primary reason for attending.

Table 11: Primary Reason for Attending Lane (All Respondents)

	Completion Status				Major Grouping					
	Graduates		NFA		LDC		PT		Total	
Primary Reason	n	%	n	%	n	%	n	%	n	%
Transfer	145	37.1	143	61.4	258	82.7	30	9.6	288	46.2
Prepare for new job	143	36.6	47	20.2	18	5.8	172	55.1	190	30.4
Certificate/Degree	81	20.7	22	9.4	16	5.1	87	27.9	103	16.5
Self-Improvement	6	1.5	14	6.0	13	4.2	7	2.2	20	3.2
Job skills	12	3.1	2	0.9	1	0.3	13	4.2	14	2.2
Other	4	1.0	5	2.1	6	1.9	3	1.0	9	1.4
Total	391	100.0	233	100.0	312	100.0	312	100.0	624	100.0

Example: The percentage of responding graduates whose primary reason for attending Lane was to transfer was 37.1.





Respondents are represented three times:
-Once in Completion Status as either a graduate or NFA (no formal award)
-Secondly in major grouping as either LDC (lower division collegiate transfer) or PT (professional technical)
-A third time in the total.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
onal Research, Assessment and Planning / Fall 2001

Goal Accomplishment

To what extent did you achieve your goals or obtain what you wanted from your Lane education?

[ ] Very much so [ ] Somewhat [ ] Not at all

- Overall, three fourths of the respondents reported they achieved their goals "very much."
- Graduates overwhelmingly indicated they accomplished their goals "very much" (84.6%). Three out of five NFA respondents (59.5%) also expressed a high level of goal achievement.
- The percentage of respondents indicating "very much" and "somewhat" combined was similar to recent studies.

Was there anything you wanted to achieve while attending Lane but did not accomplish?

One respondent wrote, *"I wish I could have taken more courses. I was trying to complete my goal as soon as possible, therefore, I didn't have extra time."*

Another respondent wrote, *"I completed my first goal, but have expanded my vision to include transferring, getting a BA and then becoming a CPA."*

- Many NFA respondents indicated what they wanted, but did not accomplish at Lane, was to get a degree at Lane.
    - * *I wasn't able to complete my associate's degree. I am two classes shy due to finances.*
    - * *While I was attending, I achieved most of my goals. I just didn't quite finish my degree because of personal problems. But I will return soon to finish.*
- A number of transfer major graduates indicated what they wanted but did not accomplish at Lane was to take foreign language classes or art classes. Spanish was mentioned most often.

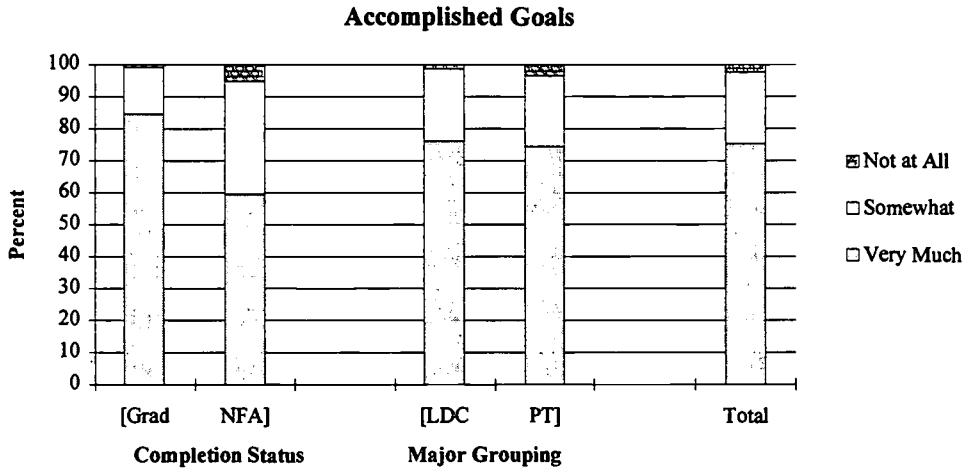
Interpretation/Analysis:

Students' goal achievement is one of Lane's Key Institutional Effectiveness Measures; overall, the majority of Lane's former students expressed a high degree of goal achievement. Findings from the current survey indicate that more than 97 percent of former students who responded to this question reported they accomplished their goals.

Table 12: Did Students Accomplish Their Goals (All Respondents)

	Completion Status				Major Grouping					
Accomplished	Graduates		NFA		LDC		PT		Total	
Goals?	n	%	n	%	n	%	n	%	n	%
Very Much	329	84.6	138	59.5	235	76.1	232	74.4	467	75.2
Somewhat	57	14.7	82	35.3	70	22.7	69	22.1	139	22.4
Not at All	3	0.8	12	5.2	4	1.3	11	3.5	15	2.4
Total	389	100.0	232	100.0	309	100.0	312	100.0	621	100.0

Example: The percentage of responding graduates who indicated they accomplished their goals at Lane "very much" was 84.6.



Respondents are represented three times:

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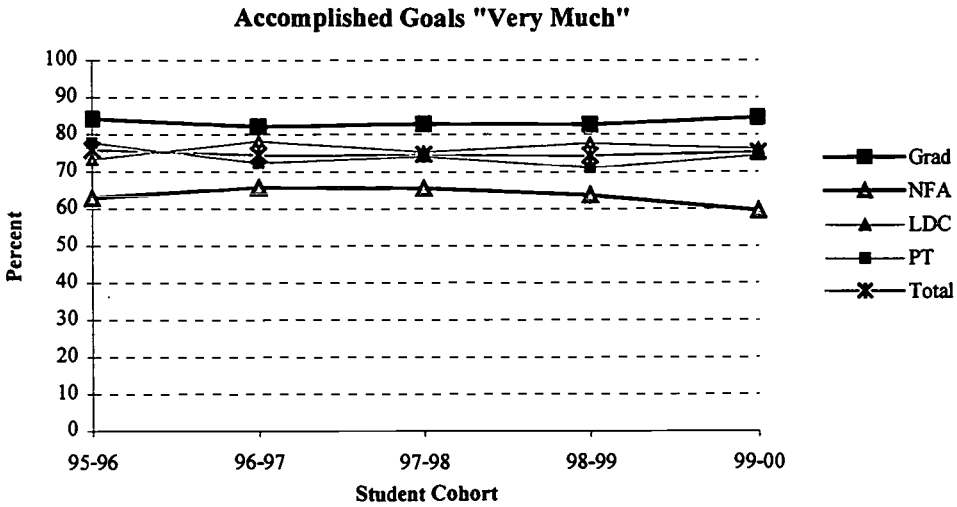
-A third time in the total.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

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Reasons for Leaving Lane Before Completing a Degree

If you left Lane before receiving a degree or certificate, why did you leave?
(Check all that apply—see choices in Table 13 on the next page).

- No formal award (NFA) respondents (those who did not complete a degree or certificate) indicated they left Lane because they transferred (42.5%), accomplished their goals (22.3%), or moved out of the area (10.3%).

- Over half (52.2%) of the lower division collegiate (LDC) respondents who did not complete a degree or certificate indicated they left Lane because they transferred and 27 percent indicated they left because they accomplished their goals.

- One fifth (20.8%) of professional technical (PT) respondents who did not complete a degree or certificate indicated they left Lane because they transferred to another college or university. This is in stark contrast to the three prior years when the highest percentage of PT respondents indicated they left Lane to accept a job (28%, 24%, 24% respectively).

Interpretation/Analysis:

Reasons students leave are not always controlled by the college. In a study published in the *Community College Journal of Research and Practice* (December 1997), Conklin lists the top five reasons students cited for dropping classes: work schedule conflicts, bad time/inconvenient, personal problems, too hard/bad grades, and disliked instructor. In her study, these top five reasons remained consistent over five years.

As in past Lane studies, few NFA respondents left because they were dissatisfied with the quality of teaching at Lane.

Table 13b: Reasons *Professional Technical* NFA Students Left Lane

Student Cohort	94-95	95-96	96-97	97-98	98-99	99-00
Financial problems	29.0	24.4	21.8	24.1	27.9	16.7
Accepted a job	32.0	20.0	23.5	21.7	18.6	13.9
Accomplished goals	9.5	14.4	8.4	24.1	14.0	11.1
Transfer	8.7	8.9	4.2	2.4	9.3	20.8

Table 13c: Reasons *Lower Division Collegiate* NFA Students Left Lane

Student Cohort	94-95	95-96	96-97	97-98	98-99	99-00
Transfer	68.0	52.5	56.9	51.0	54.2	52.2
Accomplished goals	24.0	21.3	22.0	36.3	18.1	27.3

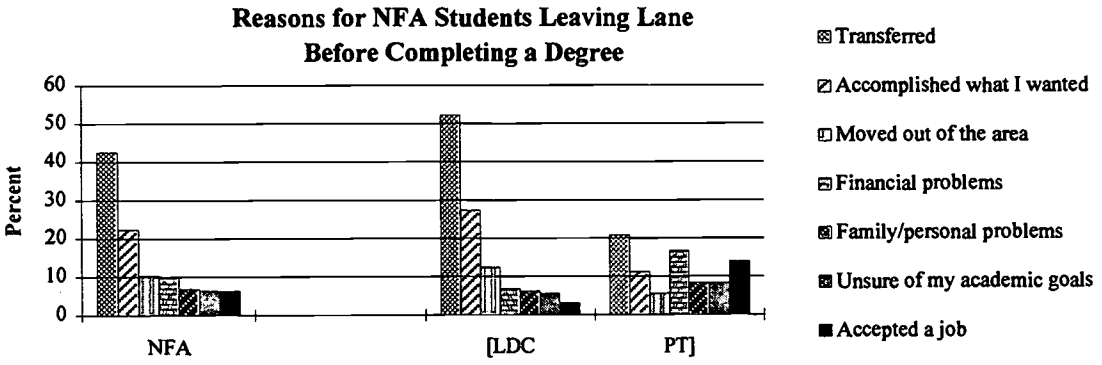
Table 13d: Left Because *Courses Were Not Offered at a Convenient Time*

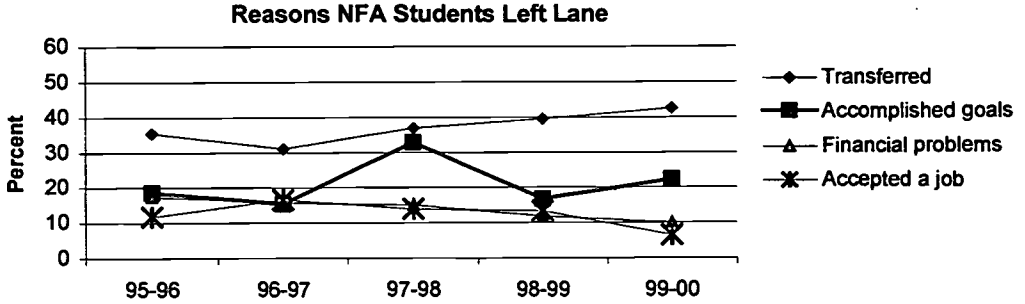
Student Cohort	94-95	95-96	96-97	97-98	98-99	99-00
Transfer major NFA respondents	5.3	8.5	7.3	8.3	5.6	6.2
PT major NFA respondents	8.7	10.0	8.4	22.9	10.5	4.2
All No Formal Award (NFA) respondents	6.8	9.1	7.9	12.5	7.2	5.6

Table 13: Reasons for Leaving Lane Before Completing a Degree-NFA Respondents Only

Reasons for Leaving Lane Before Completing a Degree	Major Grouping NFA n	NFA %	LDC n	LDC %	PT n	PT %
1 Transferred to another college/university	99	42.5	84	52.2	15	20.8
2 Accomplished what I wanted	52	22.3	44	27.3	8	11.1
3 Moved out of the area	24	10.3	20	12.4	4	5.6
4 Financial problems	23	9.9	11	6.8	12	16.7
5 Family/personal problems	16	6.9	10	6.2	6	8.3
6 Unsure of my academic goals	15	6.4	9	5.6	6	8.3
7 Accepted a job	15	6.4	5	3.1	10	13.9
8 Needed a break before returning to school	14	6.0	11	6.8	3	4.2
9 Courses not offered at convenient time	13	5.6	10	6.2	3	4.2
10 Health problems	8	3.4	5	3.1	3	4.2
11 Child care problems	6	2.6	5	3.1	1	1.4
12 Poor academic preparation	6	2.6	5	3.1	1	1.4
13 Lost my financial aid	5	2.1	3	1.9	2	2.8
14 Dissatisfied with the quality of teaching	3	1.3	2	1.2	1	1.4
15 Transportation problems	1	0.4	0	-	1	1.4
16 Other	19	8.2	12	7.5	7	9.7
Total respondents*	233	100.0	161	100.0	72	100.0

*Note: Respondents could indicate more than one reason for leaving Lane, therefore the number of responses is greater than the number of respondents.





Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
Institutional Research, Assessment and Planning / Fall 2001

Education

Education Status (Spring 2001)

What is your current educational status?

- Over 38 percent of all respondents were attending school full-time when they completed the survey and over 9 percent were attending school part-time.

- Sixty seven percent of the respondents with transfer majors were continuing their education at the time they completed the survey. Over 52 percent of NFA respondents were attending school at the time of this survey and another 10 percent had attended school since leaving Lane but were not attending school at the time of this survey.

- Nearly 60 percent of respondents with transfer majors attending college at the time they completed the survey were enrolled at the University of Oregon and 12 percent were attending Oregon State University (Table 14a).

Interpretation/Analysis:

The current student follow-up survey again reveals that a substantial number of Lane's students with transfer majors continue on in school (77.3%). Of those LDC students in school at the time of this survey, approximately 93 percent were attending four-year institutions.

Five graduates and three NFAs (8 total) out of the 205 respondents with transfer majors who were attending school at the time they completed the survey were enrolled at Lane (3.9%).*

Table 14a: Educational Institutions Attended Spring 2001 by Lane Graduates and Former Students with Transfer Majors

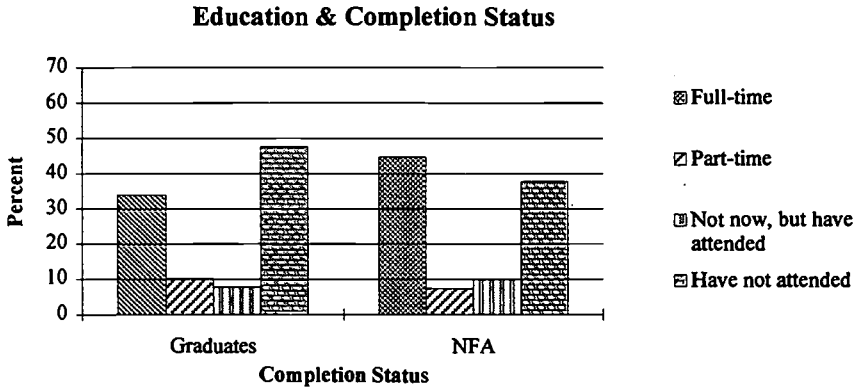
	Completion Status				Total	
	Graduates		NFA		LDC	
College	n	%	n	%	n	%
University of Oregon	61	56.0	61	63.5	122	59.5
Lane Community College*	5	4.6	3	3.1	8	3.9
Oregon State University	8	7.3	17	17.7	25	12.2
Other Oregon University System institutions	14	12.8	4	4.2	18	8.8
Out-of-state 4-yr. public institutions	7	6.4	7	7.3	14	6.8
Four-year private institutions	12	11.0	0	0.0	12	5.9
Oregon community colleges other than Lane	0	0.0	3	3.1	3	1.5
Institution Not Indicated	2	1.8	1	1.0	3	1.5
Total	109	100.0	96	100.0	205	100.0

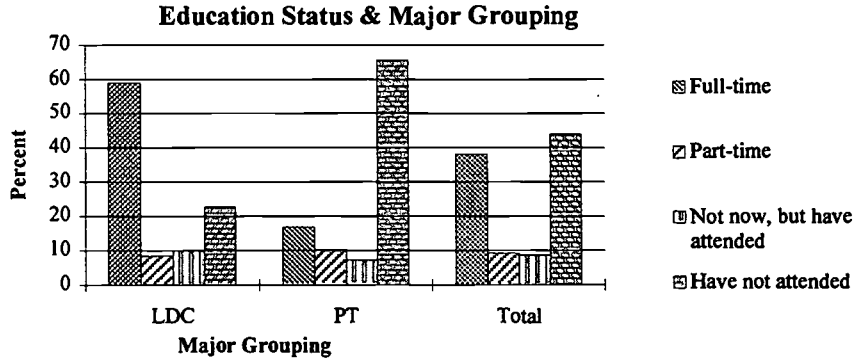
*Many respondents still attending Lane were continuing on to earn an associate degree, a second degree, or to complete more classes for transfer.

Table 14: Education Status (Spring 2001) (All Respondents)

Education Status	Completion Status: Graduates n	Graduates %	NFA n	NFA %	Major Grouping: LDC n	LDC %	PT n	PT %	Total n	Total %
Full-time	130	34.0	103	44.8	182	58.9	51	16.8	233	38.1
Part-time	40	10.5	17	7.4	26	8.4	31	10.2	57	9.3
Not now, but have attended	30	7.9	23	10.0	31	10.0	22	7.3	53	8.7
Have not attended since leaving Lane	182	47.6	87	37.8	70	22.7	199	65.7	269	44.0
Total	382	100.0	230	100.0	309	100.0	303	100.0	612	100.0
No Response	11		3		3		11		14	

Example: The percentage of responding graduates who indicated they were in school full-time (in spring 2001) was 34.





Respondents are represented three times:

-Once in Completion Status as either a graduate or NFA (no formal award)

-Secondly in Major Grouping as either LDC (lower division collegiate transfer) or PT (professional technical)

-A third time in the total

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

Preparation for Transfer

If you transferred to a four-year college or university, how well did Lane classes prepare you for classes at your new institution?

(5) Very well (4) (3) Somewhat (2) (1) Not at all well

- Overall, nearly 81 percent of all respondents who continued their education indicated that Lane prepared them "well" or "very well" for classes at their new institutions.
- A higher percentage of graduates indicated that Lane prepared them "very well" for classes at their new institutions (46.5%) compared to no formal award students (37.5%).

Additional Information:

Respondents' comments suggest that the vast majority of Lane students who transfer think that Lane effectively prepared them for classes at a four-year college or university:

* *I liked Lane's annual registration program—kept me on track to complete my requirements. Lane eased me into "college" world, prepared me for U of O very well.*
* *High standards prepared me for the rigors of upper-division classes. Small class size and lots of individual attention were GREATLY missed when I transferred.*
* *Upper-division classes were much more work-intensive than I thought, but Lane prepared me pretty well.*
* *Classes at Lane were about the same difficulty level, if not equal, to that of the U of O. For that reason, the transition between the two institutions was very smooth.*

Many respondents commented on the high quality of instruction at Lane.

* *The quality of teachers and classes at Lane is so good that I feel I got exactly what I needed to go on.*
* *I received great instruction at Lane for preparation for upper-division level coursework.*
* *I think that Lane offers a very individual high-quality education. When I transferred to the U of O, I was shocked the first time I was in class with 250 students. Access to the instructor at Lane was excellent.*
* *Lane was a wonderful experience! Instructors were first rate and the general attitude towards students and their success was unsurpassed. I loved it!*

Many respondents commented about the lack of preparation for bigger classes, different teaching styles and workload. The following comments are representative of several comments:

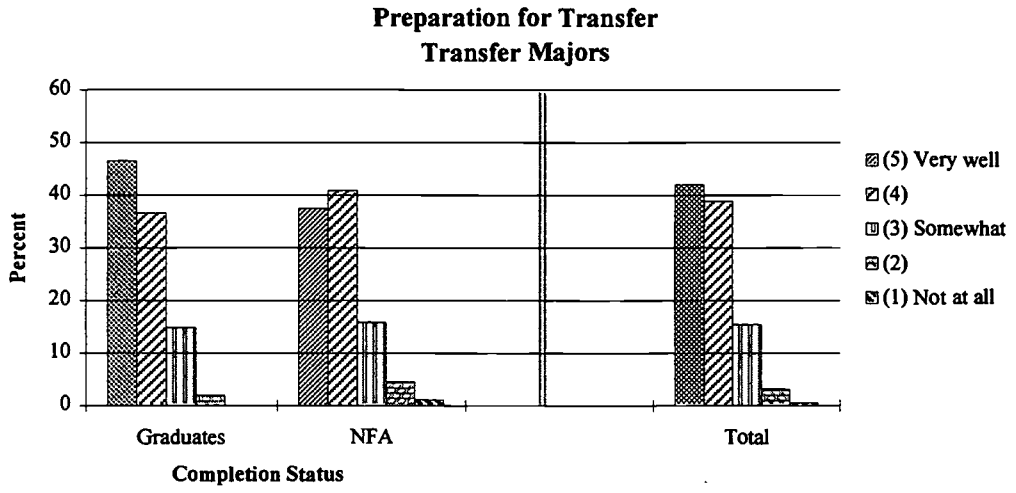
* *I jumped from the lower-division courses at LCC to higher-division difficult classes at the university. While I received a good education at Lane, I was still surprised at the intensity of what came next.*
* *I loved my classes at LCC and feel I learned a lot from them, but the workload is nothing compared to the university.*
* *It's totally different. Class size, style of teaching.*

Table 15: Preparation for Transfer to a Four-Year College or University

(Transfer major respondents who had transferred)

Preparation Rating	Completion Status Graduates n	%	NFA n	%	Total LDC n	%
(5) Very well	47	46.5	33	37.5	79	42.0
(4)	37	36.6	36	40.9	73	38.8
(3) Somewhat	15	14.9	14	15.9	29	15.4
(2)	2	2.0	4	4.5	6	3.2
(1) Not at all	0	0.0	1	1.1	1	0.5
Total	101	100.0	88	100.0	188	100.0
No Response	1		6		7	

Example: The percentage of responding graduates who indicated Lane prepared them "very well" for transfer to a four-yr college or university was 46.5.



Respondents are represented twice:

-Once in completion status as either a graduate or NFA (no formal award)

-A second time in the total.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

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Ease of Transfer

If you transferred to a four-year college or university from Lane, how easy was the transfer between institutions?

(5) Very easy (4) (3) Somewhat (2) (1) Not at all easy

- Over 83 percent of all LDC major respondents who transferred indicated the ease of transferring was "very easy" or "easy."

- Over 96 percent of graduate respondents with LDC majors indicated the ease of transferring was "somewhat easy," "easy," or "very easy."

Please specify which courses you *thought* would transfer but didn't?

- A majority of respondents answered that all of the courses they thought would transfer did transfer.

- A few respondents indicated a negative experience with the difference between Lane's three-credit classes and the four-year institution's four-credit classes as the following comments indicate:

  * *Most of my courses transferred, but because they were only three credits, it is causing me to go an extra term at U of O to make up credits.*

  * *The credit difference meant I had to do more courses than if I'd gone the university route. The three-credit classes at LCC are the exact same workload as four-credit classes at U of O (lower division).*

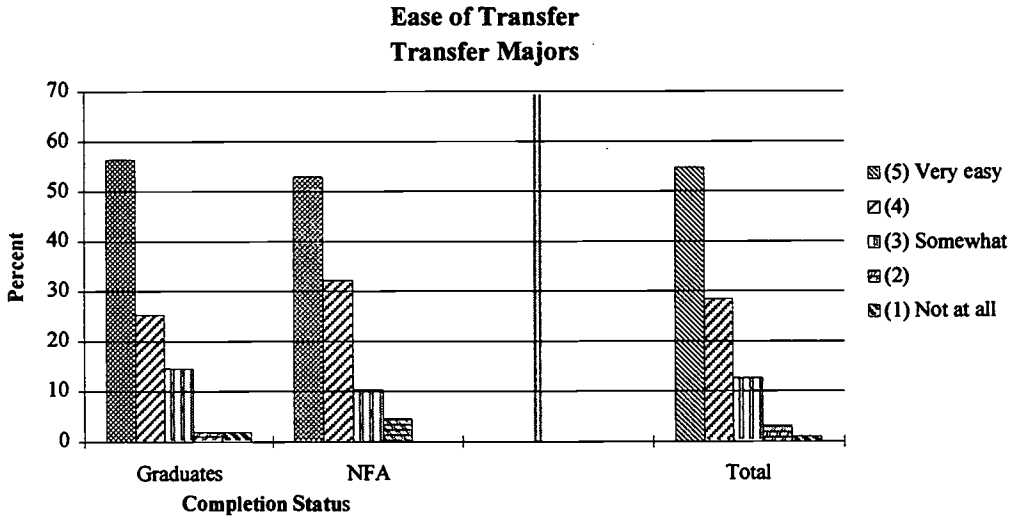
- A half a dozen respondents each mentioned computer science courses, social science courses or English/communication/writing/speech courses as courses they thought would transfer but didn't. A few AAOT graduates also mentioned having trouble fulfilling the multicultural requirements at the four-year school.

Table 16: Ease of Transfer to a Four-Year College or University

(Transfer major respondents who had transferred)

Ease of Transfer	Completion Status: Graduates		NFA		Major Grouping: LDC	
	n	%	n	%	n	%
(5) Very easy	58	56.3	46	52.9	104	54.7
(4)	26	25.2	28	32.2	54	28.4
(3) Somewhat	15	14.6	9	10.3	24	12.6
(2)	2	1.9	4	4.6	6	3.2
(1) Not at all	2	1.9	0	0.0	2	1.1
Total	103	100.0	87	100.0	190	100.0
No Response	0		5		5	

Example: The percentage of responding graduates who indicated transferring to four-year colleges or universities was "very easy" was 56.3.



Respondents are represented twice:

-Once in completion status as either a graduate or NFA (no formal award)

-A second time in the total.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

ɔnal Research, Assessment and Planning / Fall 2001

Likelihood of Taking Classes at Lane in the Next 2-3 Years

How likely would you be to take a class from Lane in the next 2-3 years?

(5) Very likely (4) (3) Somewhat (2) (1) Not at all likely

- Overall, 47 percent of all respondents indicated the likelihood of taking classes at Lane in the next two to three years was "very likely" or "likely." Another 15 percent of all respondents indicated the likelihood of taking classes at Lane in the next two to three years was "somewhat likely."

- The percentage of professional technical major respondents indicating the likelihood of taking further classes at Lane as "very likely" was 39.3 percent compared to transfer majors at 27.1 percent.

- The percentage of no formal award respondents indicating the likelihood of taking further classes at Lane as "very likely" was similar to graduates (32.9% and 33.3% respectively).

Interpretation/Analysis:

Age

Over 32 percent of those indicating they would be "very likely" to attend Lane in the next two to three years were in the 22-29 year old age group. Nearly a quarter indicating the same were in the 30-39 year old age group and another 22 percent were in the 40-49 year old age group.

About a quarter (26.4%) of professional technical majors indicating they would be "very likely" to attend Lane in the next two-three years were in the 40-49 year old age group and another quarter (24.8%) were in the 30-39 year old age group. A quarter (25%) of transfer majors were in the 18-21 year old age group, 23.8 percent were in the 30-39 year old age group, and 20.2 percent were in the 26-29 year old age group.

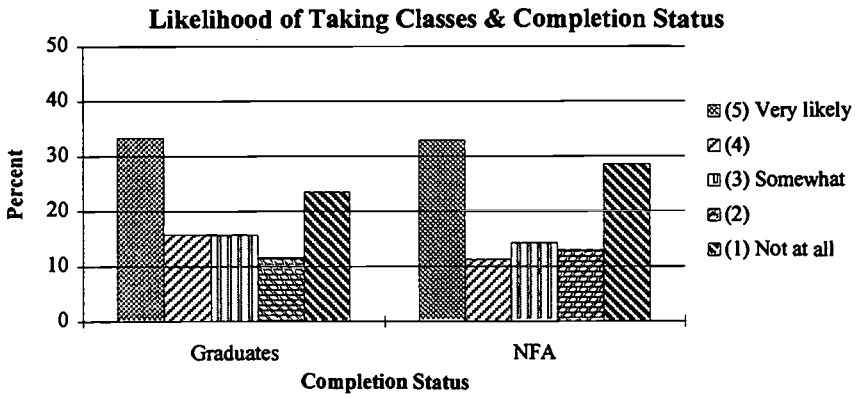
Gender

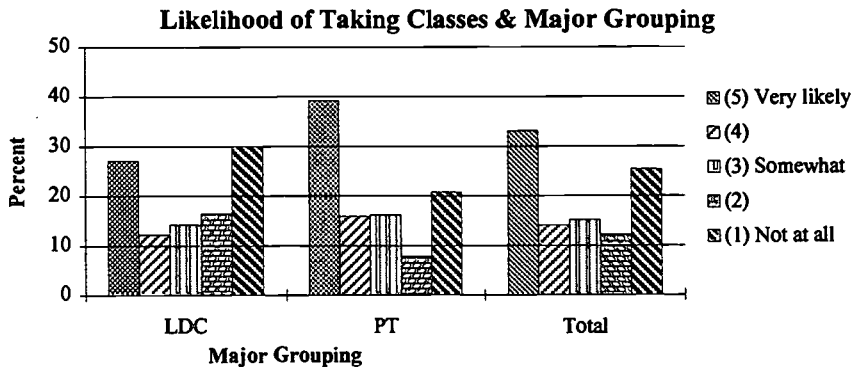
A greater percentage of female respondents (136 of 386 females or 35%) indicated they would be "very likely" to attend Lane in the next two to three years than did male respondents (69 of 238 males or 29%).

Table 17: Likelihood of Taking a Class at Lane in 2-3 Years (All Respondents)

Likelihood of Taking Classes	Completion Status: Graduates n	Graduates %	NFA n	NFA %	Major Grouping: LDC n	LDC %	PT n	PT %	Total n	Total %
(5) Very likely	129	33.3	76	32.9	84	27.1	121	39.3	205	33.2
(4)	61	15.8	26	11.3	38	12.3	49	15.9	87	14.1
(3) Somewhat	61	15.8	33	14.3	44	14.2	50	16.2	94	15.2
(2)	45	11.6	30	13.0	51	16.5	24	7.8	75	12.1
(1) Not at all	91	23.5	66	28.6	93	30.0	64	20.8	157	25.4
Total	387	100.0	231	100.0	310	100.0	308	100.0	618	100.0
No Response	0		2		2		6		2	

Example: The percentage of responding graduates who indicated the likelihood of taking classes at Lane was "very likely" was 33.3.





Respondents are represented three times:

-Once in Completion Status as either a graduate or NFA (no formal award)

-Secondly in Major Grouping as either LDC (lower division collegiate transfer) or PT (professional technical)

-A third time in the total

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

Writing Classes Completed at Lane

(Transfer major respondents only)

Which one of the following writing classes did you complete at Lane in the last five years? (Check all that apply.)

[ ] WR 121 **[ ] WR 122** **[ ] WR 123** **[ ] WR 227 (Technical Writing)**

- Over two thirds of LDC respondents indicated they had completed WR 121 (69.6%) and nearly two thirds indicated they had completed WR 122 (63.5%).
- Nearly three quarters of the transfer graduate respondents (74.2%) indicated they had completed WR 122.
- The percentage of transfer graduate respondents indicating they had completed WR123 (72.8%) was significantly higher compared to the percentage of transfer NFA respondents (40.4%).

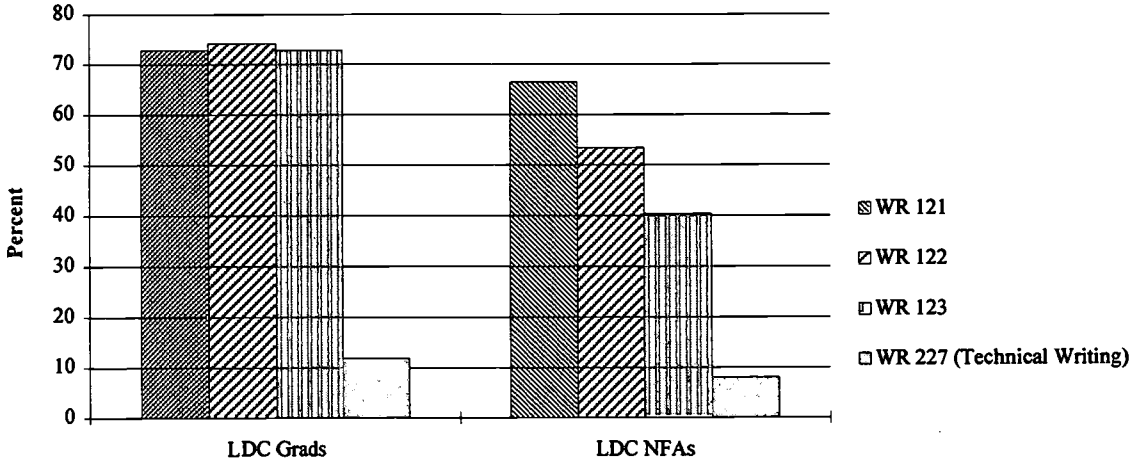
Table 18: Writing Classes Completed at Lane

(Transfer major respondents only)

Writing Classes Completed at Lane	Completion Status: LDC Grads n	LDC Grads %	LDC NFAs n	LDC NFAs %	Total Transfer Majors n	Total Transfer Majors %
WR 121	110	72.8	107	66.5	217	69.6
WR 122	112	74.2	86	53.4	198	63.5
WR 123	110	72.8	65	40.4	175	56.1
WR 227 (Technical Writing)	18	11.9	13	8.1	31	9.9
Total respondents*	151	100.0	161	100.0	312	100.0

*Note: Respondents could indicate more than one writing class, therefore the number of responses is greater than the number of respondents.

Writing Classes Completed at Lane in the Last 5 Years
Transfer Majors Only



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
ional Research, Assessment and Planning / Fall 2001

Preparation for Four-Year Institution/Work Writing Tasks

(Transfer major respondents only)

If you completed WR 121, WR 122, WR 123, or WR 227 from Lane in the last 5 years, how prepared were you for writing tasks in courses at a four-year college or university or in your work environment?

(5) Very well (4) (3) Somewhat (2) (1) Not at all

- Eighty-two percent of LDC respondents indicated they were "well" or "very well" prepared for writing tasks at a four-year institution or in the work environment.
- Transfer graduate respondents answered this question very similarly to transfer NFA respondents.

Interpretation/Analysis:

Nearly eighty five percent (84.9%) of graduate transfer majors who took the sequence WR 121, WR 122, and WR 123 (and not WR 227) indicated Lane prepared them "well" or "very well" for writing tasks in courses at a four-year college or university or in their work environment.

Eighty eight percent (88.3%) of NFA transfer majors who took the sequence WR 121, WR 122, and WR 123 (and not WR 227) indicated Lane prepared them "well" or "very well" for writing tasks in courses at a four-year college or university or in their work environment.

Nearly seventy one percent (70.8%) of NFA transfer majors who took only WR 121 and WR 122 (not WR 123 and not WR 227) indicated Lane prepared them "well" or "very well" for writing tasks in courses at a four-year college or university or in their work environment.

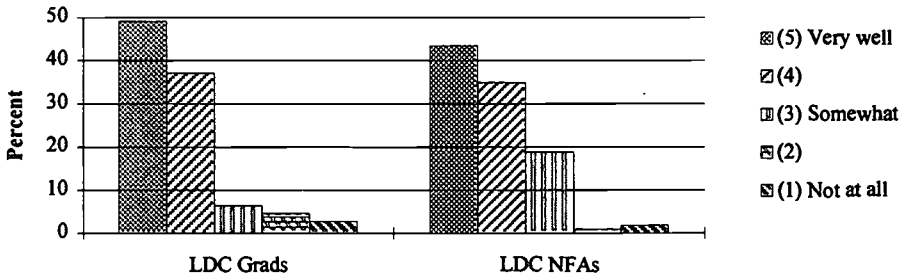
Table 19: Preparation for Four-Year Institution/Work Writing Tasks

(Transfer major respondents only)

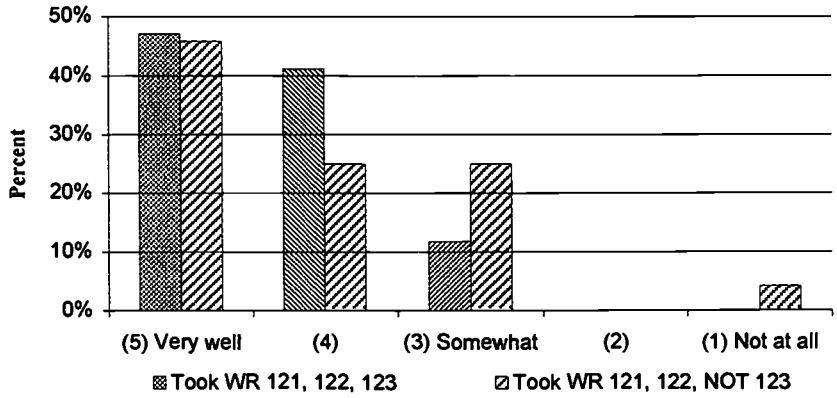
Preparation Rating	Completion Status: LDC Grads n	LDC Grads %	LDC NFAs n	LDC NFAs %	Total Transfer Majors n	Total Transfer Majors %
(5) Very well	53	49.1	46	43.4	99	46.3
(4)	40	37.0	37	34.9	77	36.0
(3) Somewhat	7	6.5	20	18.9	27	12.6
(2)	5	4.6	1	0.9	6	2.8
(1) Not at all	3	2.8	2	1.9	5	2.3
Total	108	100.0	106	100.0	214	100.0

Example: The percentage of responding graduates who indicated Lane prepared them "very well" for writing tasks at a four-year college or university or in their work environment was 49.1.

Preparation for 4-Year Institution/Work Writing Tasks
Transfer Majors Only



Writing Prep of NFA Transfer Majors
With or Without WR 123



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
...nal Research, Assessment and Planning / Fall 2001

Student Follow-Up Study
Spring 2001

1999-2000 Students: *One Year Later*

Employment

Employment

Summary: Employment Data

Overall, the current data indicate that professional technical graduates continued to have an advantage over professional technical no formal award (NFA) respondents in obtaining new jobs after their Lane education, in obtaining related jobs, and in obtaining higher incomes.

Employment status:

Seventy percent of all respondents were employed either full- or part-time (Table 20).

Employed in present job before attending Lane:

After taking classes at Lane, four out of five employed professional technical respondents (82%) were working in a different job than the job they held before attending Lane (Table 23).

Job related to training:

As in past follow-up surveys, graduate professional technical majors have a significant advantage over non-graduate professional technical majors in obtaining employment related to their fields of study (84% and 52% respectively—Table 25).

For the much smaller number of professional technical respondents whose jobs were not related to their fields of study (53 respondents), the reason cited most often was because they were in a temporary job in transition (16 respondents) or could not find a job in their fields of study (12 respondents). See table 27.

Relevance of classes to employment:

Eighty nine percent of employed professional technical graduate respondents indicated Lane's courses were "very relevant" or "relevant" to the employment related to their fields of study (Table 28).

Income:

Professional technical graduates generally achieve higher monthly incomes shortly after leaving Lane than do no formal award professional technical respondents (Table 30).

Employment Status

What is your current employment status?

[ ] Employed full-time
[ ] Employed part-time
[ ] Full-time military service
[ ] Unemployed (actively seeking employment)
[ ] Temporarily laid off (expect to be called back in 6 months)
[ ] Not in the labor force (not employed and not seeking employment)

- As in the prior year's study, three quarters of the graduate respondents were employed full- or part-time. Nearly 63 percent of the no formal award respondents were employed full- or part-time compared to nearly 76 percent in the prior year's study.

- The percent of graduates indicating they were employed full-time (48%) is similar compared to the prior two studies (2000—47%, 1999—45.2%).

- The percent of professional technical graduates indicating they were employed full-time (62.9%—Table 21) is similar to last year's study. See the line chart on page 42 for a comparison of full-time PT employment with Lane County unemployment rates.

- For those respondents not attending school full-time (Table 22), respondents were four times as likely to be employed full-time (63.8%) compared to part-time (15.7%).

Interpretation/Further Analysis:

Overall, a higher percentage of respondents were working full-time compared to part-time, and graduate respondents were more likely to have full-time employment compared to no formal award respondents.

Three out of five professional technical respondents were working full-time, and four out of five respondents not in school full-time were working full-time.

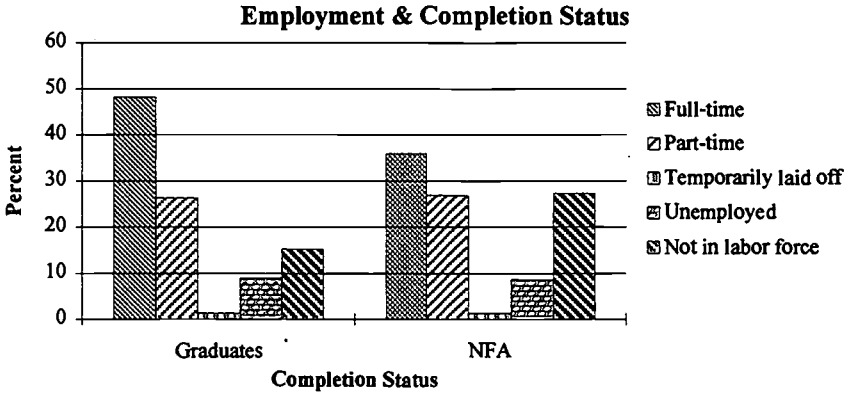
Additionally, employment rates among respondents seemed to differ along gender lines. Professional technical (PT) males were more likely than professional technical females to be employed full-time (64% versus 57%). Professional technical (PT) females were more likely than PT males to be employed part-time (21% versus 15%).

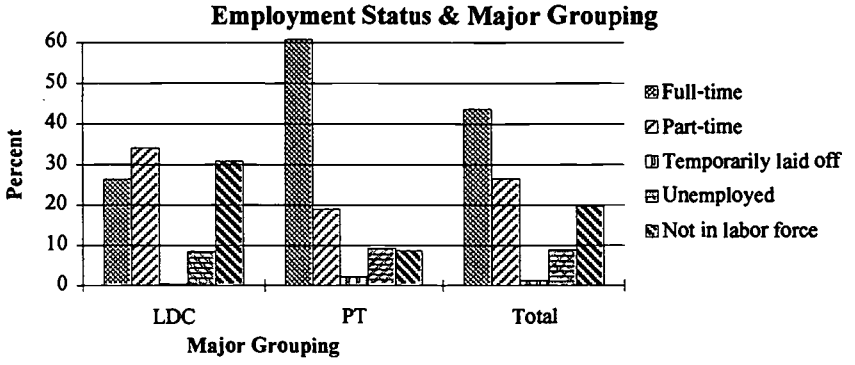
Table 20: Employment Status (All Respondents)

Employment Status	Completion Status: Graduates n	Graduates %	NFA n	NFA %	Major Grouping: LDC n	LDC %	PT n	PT %	Total n	Total %
Full-time	187	48.2	83	35.9	81	26.3	189	60.8	270	43.6
Part-time	102	26.3	62	26.8	105	34.1	59	19.0	164	26.5
Full-time military	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Temporarily laid off	5	1.3	3	1.3	1	0.3	7	2.3	8	1.3
Unemployed	35	9.0	20	8.7	26	8.4	29	9.3	55	8.9
Not in labor force	59	15.2	63	27.3	95	30.8	27	8.7	122	19.7
Total	388	100.0	231	100.0	308	100.0	311	100.0	619	100.0
No Response	5		2		4		3		7	

Example: The percentage of responding graduates who indicated they were employed full-time was 48.2.

Note: "No responses" are not included in the calculation of percentages.





Respondents are represented three times:

-Once in Completion Status as either a graduate or NFA (no formal award)

-Secondly in Major Grouping as either LDC (lower division collegiate transfer) or PT (professional technical)

-A third time in the total

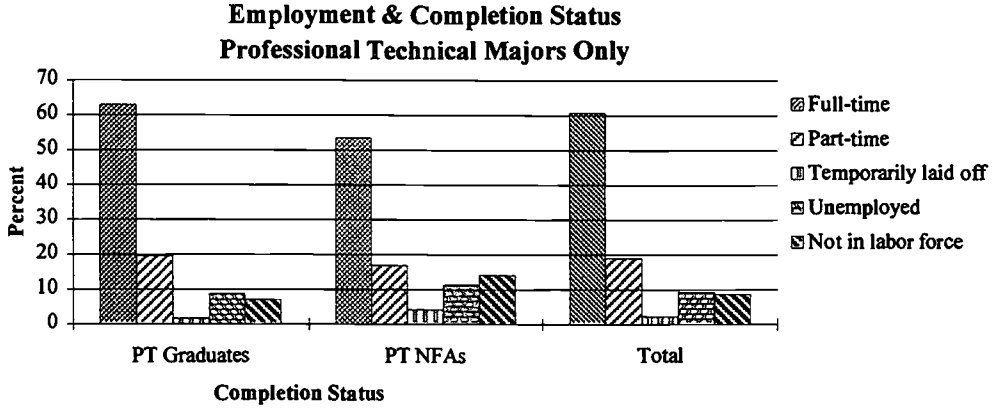
Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

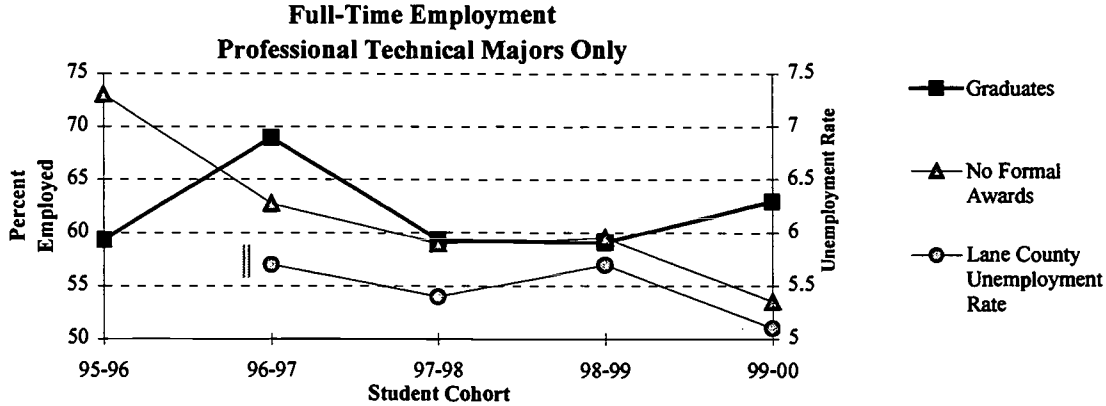
ɔnal Research, Assessment and Planning / Fall 2001

Table 21: Employment Status (Professional Technical Majors Only)

Employment Status	Completion Status: PT Graduates		PT NFAs		PT Total	
PT Majors Only	n	%	n	%	n	%
Full-time	151	62.9	38	53.5	189	60.8
Part-time	47	19.6	12	16.9	59	19.0
Temporarily laid off	4	1.7	3	4.2	7	2.3
Unemployed	21	8.8	8	11.3	29	9.3
Not in labor force	17	7.1	10	14.1	27	8.7
Total	240	100.0	71	100.0	311	100.0
No response	2		1		3	

Example: The percentage of responding PT graduates who indicated they were employed full-time was 62.9.
Note: "No responses" are not included in the calculation of percentages.





Example: In 1999-2000, 62.9 percent of the PT graduate respondents were employed full-time.
Nearly 54 percent of 99-00 PT no formal award (NFA) respondents were employed full-time.
The annual average civilian unemployment rate (CPS adjusted) for Lane County in 2000 was 5.1 percent.

Due to revised estimating procedures, unemployment data for January 1997 and thereafter are not comparable with those for December 1996 and before.

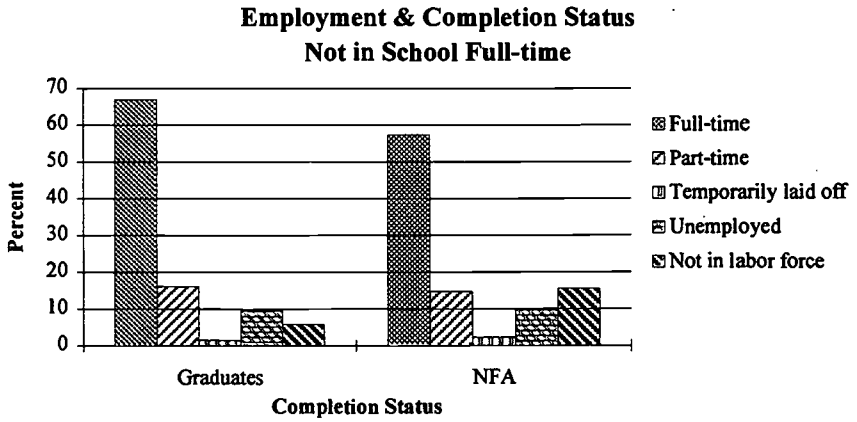
Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
Institutional Research, Assessment and Planning / Fall 2001

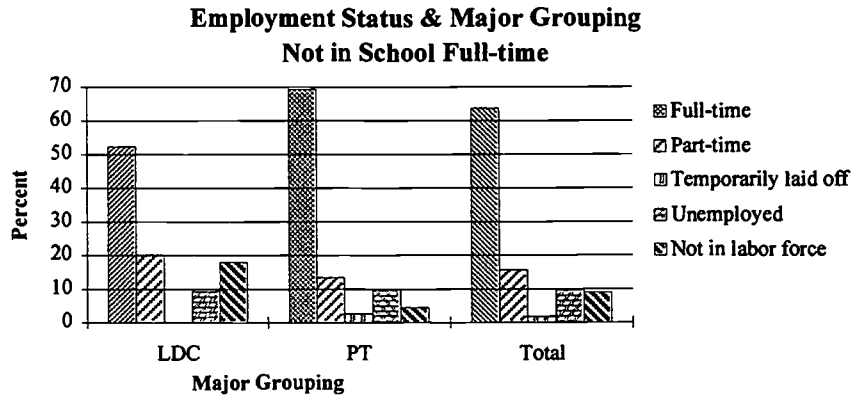
Table 22: Employment Status (All Respondents Not Attending School Full-time)

	Completion Status				Major Grouping					
Employment Status	Graduates		NFA		LDC		PT		Total	
Not in School Full-time	n	%	n	%	n	%	n	%	n	%
Full-time	174	66.9	74	57.4	67	52.3	181	69.3	248	63.8
Part-time	42	16.2	19	14.7	26	20.3	35	13.4	61	15.7
Full-time military	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Temporarily laid off	4	1.5	3	2.3	0	0.0	7	2.7	7	1.8
Unemployed	25	9.6	13	10.1	12	9.4	26	10.0	38	9.8
Not in labor force	15	5.8	20	15.5	23	18.0	12	4.6	35	9.0
Total	260	100.0	129	100.0	128	100.0	261	100.0	389	100.0
No Response	3		1		2		2		4	

Example: The percentage of responding graduates who were not attending school full-time and indicated they were employed full-time was 66.9.

Note: "No responses" are not calculated in the percentages.





Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
ɔnal Research, Assessment and Planning / Fall 2001

Employed in Present Job Before Attending Lane

(Employed Professional Technical Majors Only)

Were you employed in your present job when you began taking classes at Lane?

[ ] Yes
[ ] No

- The vast majority of employed professional technical (PT) respondents were not employed in their present job before attending Lane. After taking classes at Lane, 82 percent of the respondents were working in a different job than the job they had before attending Lane.

- Professional technical graduate respondents were just as likely to be employed in a different job before attending Lane (82.1%) as were PT no formal award respondents (81.8).

- Eighty-five percent of employed PT respondents not attending school full-time indicated they were working in a different job than the job they had before attending Lane (Table 24).

Interpretation/Analysis:

Across recent years, an average of 84 percent of Lane's former professional technical respondents were not employed in their present job before attending Lane.

Employment in a new job after attending Lane is similar for both men and women in this year's study (Table 23a below).

Table 23a: PT Respondents Not Employed in Present Job Before Lane by Gender

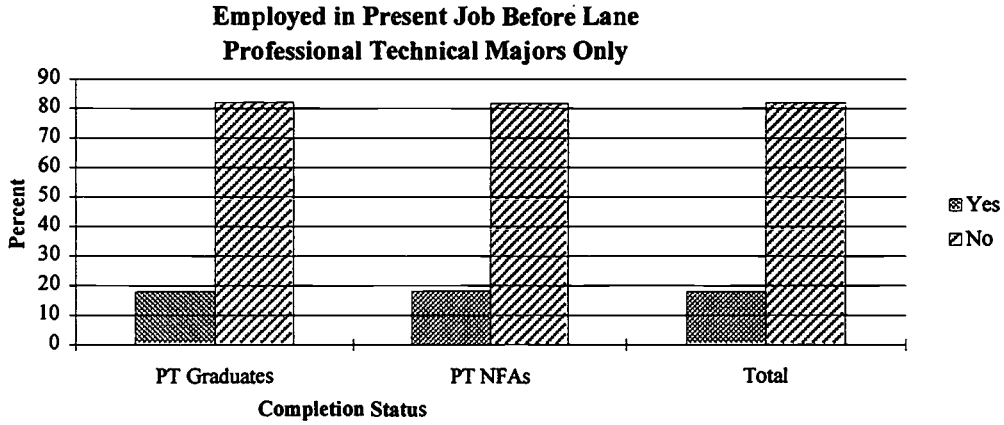
Not employed in present job before Lane	Employed PT Majors Only		Employed PT Not in School Full-Time	
	n	%	n	%
Female	116	81.1	106	84.1
Male	80	82.5	70	86.4

Example: Employed female PT respondents (116) were *not* employed in their present job before Lane (81.1%).

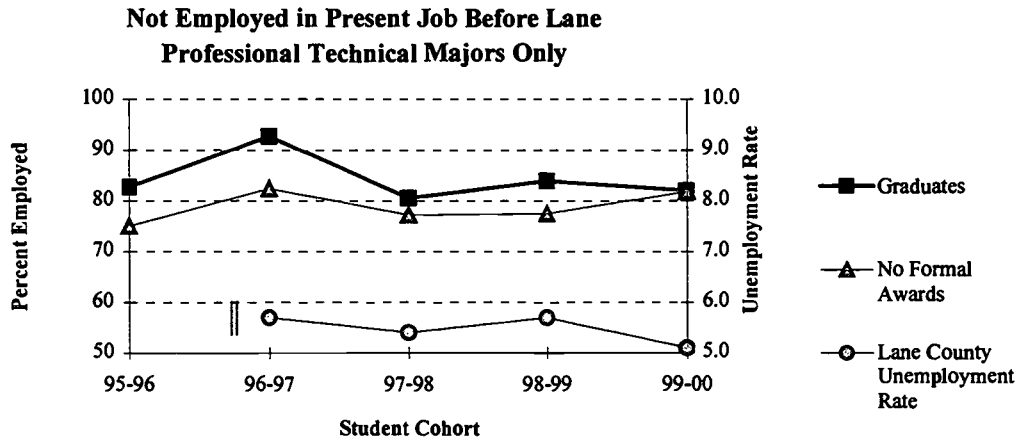
Table 23: Employed in Present Job Before Lane (Employed Professional Technical Majors Only)

Present Job Before Lane?	Completion Status PT Graduates		PT NFAs		PT Total	
PT Majors Only	n	%	n	%	n	%
Yes	35	17.9	8	18.2	43	18.0
No	160	82.1	36	81.8	196	82.0
Total	195	100.0	44	100.0	239	100.0
No response	3		6		9	

Example: The percentage of responding PT graduates who were *not* employed in their present job before Lane was 82.1.
Note: "No responses" are not included in the calculation of percentages.



An average of 84 percent of Lane's former professional technical students from the last five years were not employed in their present job before attending Lane.



Example: The percentage of employed 99-00 PT grads were not employed in their present job before attending Lane was 82.1.
The percentage of employed 99-00 PT NFAs were not employed in their present job before attending Lane was 81.8.
The annual average civilian unemployment rate (CPS adjusted) for Lane County in 2000 was 5.1percent.
Due to revised estimating procedures, unemployment data for January 1997 and thereafter are not comparable with those for December 1996 and before.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
ɔnal Research, Assessment and Planning / Fall 2001

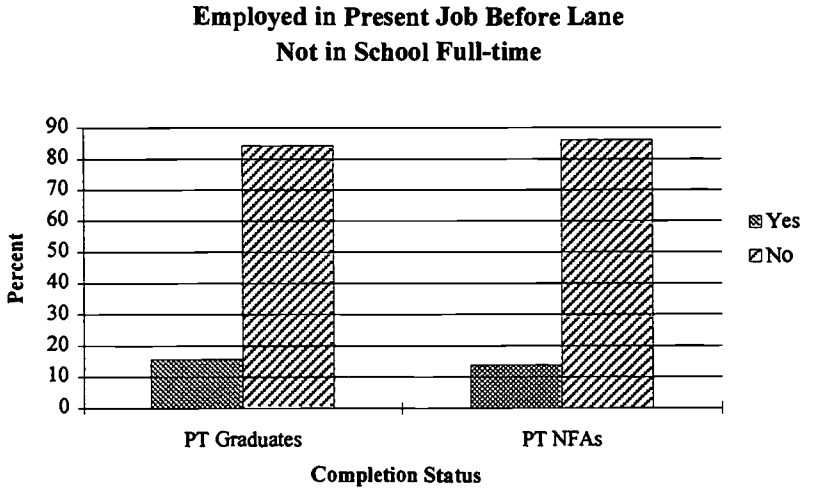
Table 24: Employed in Present Job Before Lane

(Employed Professional Technical Respondents Not Attending School Full-time)

	Completion Status					
Present Job Before Lane?	PT Graduates		PT NFAs		PT Total	
Not in School Full-time	n	%	n	%	n	%
Yes	27	15.7	5	13.9	32	15.4
No	145	84.3	31	86.1	176	84.6
Total	172	100.0	36	100.0	208	100.0
No Response	3		5		8	

Example: The percentage of responding employed graduates who were not attending school full time and who were *not employed in their present job before Lane* was 84.3.

Note: "No responses" are not included in the calculation of percentages.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

Job Related to Field of Training

Is your job related to your Lane Community College program of study?

[ ] Yes, it is directly or closely related.

[ ] No, it is only remotely or is not related at all.

- Seventy-eight percent of all employed professional technical major respondents indicated they were employed in related fields.
- Nearly 84 percent of employed professional technical (PT) graduate respondents indicated they were employed in related fields compared to 52.3 percent of PT NFA respondents.
- Nearly 87 percent of employed professional technical (PT) graduate respondents *who were not in school full-time* indicated they were employed in related fields compared to 50 percent of PT NFA respondents who were not in school full-time (Table 26).

Interpretation/Analysis:

Findings from the current study indicate that employment prospects in fields related to a respondent's training are significantly better for graduate professional technical respondents than for no formal award PT respondents. See the line chart on the next page for a five-year comparison.

Employment in a related job seems to differ depending on the respondent's gender.

- A higher percentage of employed professional technical females (83%) indicated they were working in related jobs compared to males (70%—Table 25a below.)
- Of professional technical respondents employed in related jobs, eighty-seven percent of males and 92 percent of females were not in school full-time.

Table 25a: Professional Technical Respondents Employed by Gender

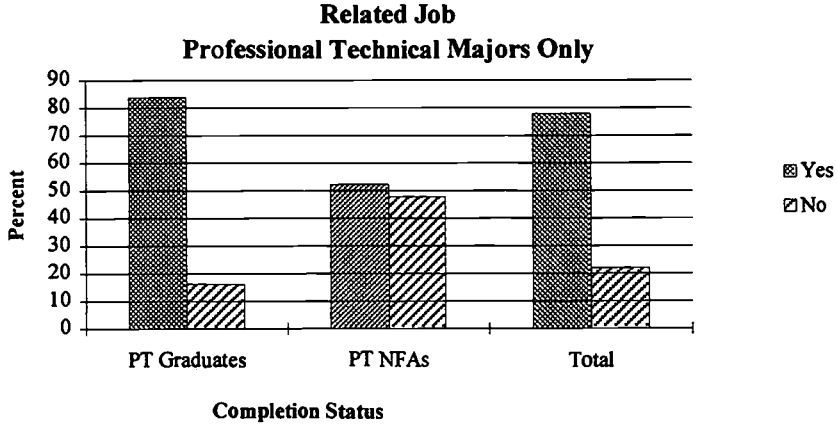
	PT Majors Employed	PT Majors Employed in Related Jobs		PT Majors Employed in Related Jobs—Not in School full-time	
	n	n	%	n	%
Male	98	69	70%	60	87%
Female	142	118	83%	108	92%

Example: Sixty-nine out of 98 (70%) employed professional technical male respondents were employed in a job related to their Lane fields of study. Sixty out of 69 (87%) employed PT male respondents employed in a job related to their fields of study were not in school full-time.

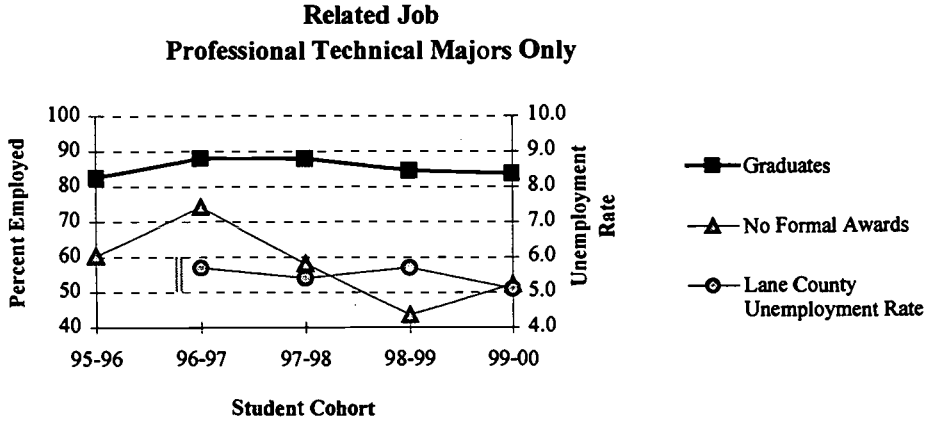
Table 25: Is Job Related to Field of Study? (Employed Professional Technical Majors Only)

Is Job Related? PT Majors Only	Completion Status: PT Graduates n	PT Graduates %	PT NFAs n	PT NFAs %	PT Total n	PT Total %
Yes	165	83.8	23	52.3	188	78.0
No	32	16.2	21	47.7	53	22.0
Total	197	100.0	44	100.0	241	100.0
No response	1		6		7	

Example: The percentage of responding PT graduates who were employed in a job related to their field was 83.8.
Note: "No responses" are not included in the calculation of percentages.



An average of 85 percent of Lane's former professional technical employed *graduates* from the last five years were employed in a related job compared to an average of 57 percent of PT *NFA* employed former students.



Example: Eighty-four percent of employed 99-00 PT grads were employed in a related field.
Fifty-two percent of employed 99-00 PT NFAs were employed in a related field.
The annual average civilian unemployment rate (CPS adjusted) for Lane County in 2000 was 5.1 percent.

Due to revised estimating procedures, unemployment data for January 1997 and thereafter are not comparable with those for December 1996 and before.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
Institutional Research, Assessment and Planning / Fall 2001

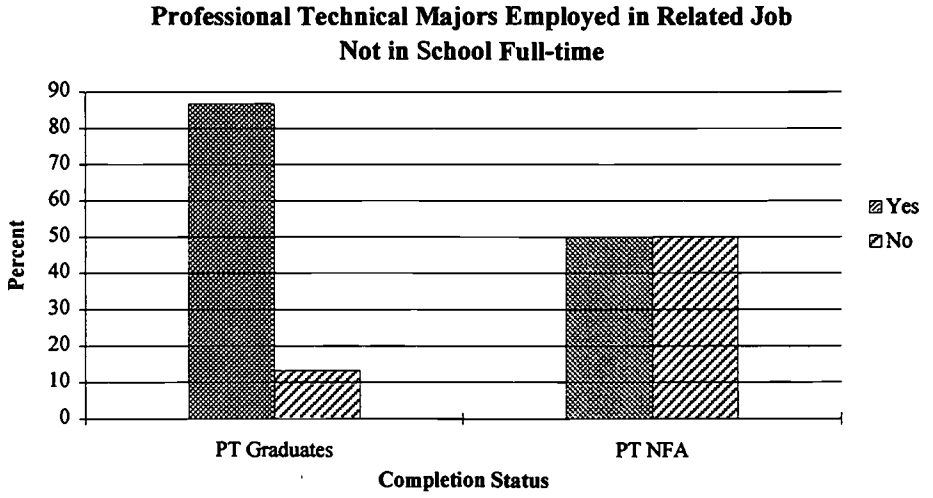
Table 26: Is Job Related to Field of Study?

(Employed Professional Technical Respondents Not Attending School Full-time)

	Completion Status					
Is Job Related?	PT Graduates		PT NFA		PT Total	
Not in School Full-time	n	%	n	%	n	%
Yes	151	86.8	18	50.0	169	80.5
No	23	13.2	18	50.0	41	19.5
Total	174	100.0	36	100.0	210	100.0
No Response	1		5		6	

Example: The percentage of responding employed graduates who were not attending school full time and who were employed in a related job was 86.8.

Note: "No responses" are not included in the calculation of percentages.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
...onal Research, Assessment and Planning / Fall 2001

Reasons Why Job is Not Related to Field of Training

If your present job is not related to your field of study, please check the one best reason why:

[ ] **Preferred to work in another field**	[ ] **Did not complete program or pass license test**
[ ] **Found better paying job in another field**	[ ] **Temporary job while in transition**
[ ] **Could not find job in field of preparation**	[ ] **Other**

- Thirty percent of all employed professional technical respondents who were not employed in related fields (16 out of 53) indicated the reason was because they were in a temporary job while in transition.

- As in the two prior year's studies, a third of all graduate employed professional technical respondents who were not employed in related fields (10 out of 32) indicated the reason was because they could not find a job in their field of preparation.

- Six of 21 (28.6%) professional technical NFA respondents indicated the reason they were not employed in related fields was because they were in temporary jobs while in transition.

Interpretation/Analysis:

It is clear from the previous section and from the chart on the next page that a much higher number of employed professional technical respondents are employed in related fields than not.

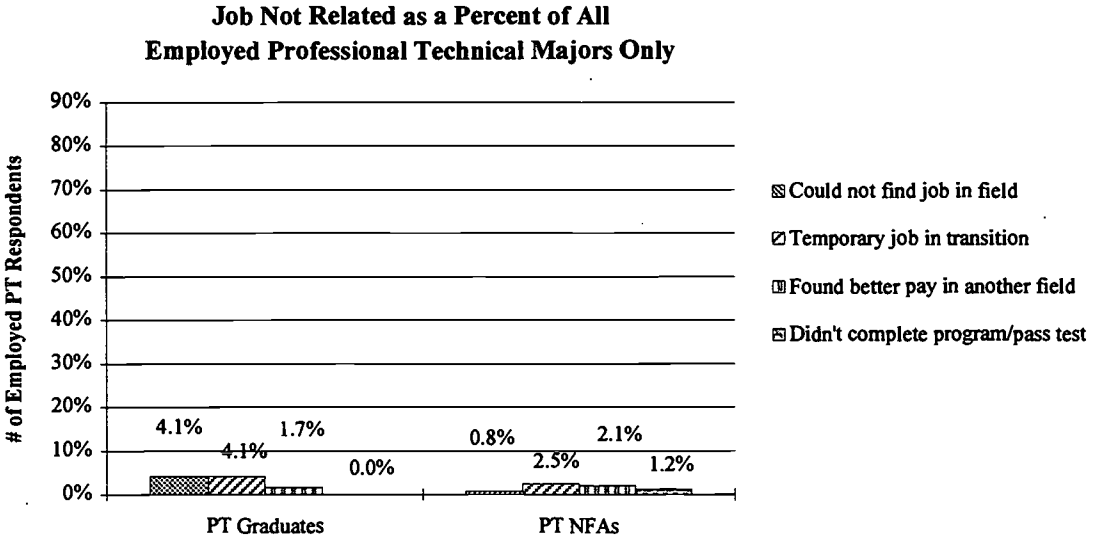
For the few respondents who indicated "Other" to this question, more than one respondent indicated they were not employed in related fields because they were still in school, needed more classes, or needed more experience.

Table 27: Job Not Related to Field of Study (Employed Professional Technical Majors Only)

Why Job is Not Related	Completion Status PT Graduates		PT NFAs		PT Total	
PT Majors Only	n	%	n	%	n	%
Preferred another field	-	-	2	9.5	2	3.8
Found better pay in another field	4	12.5	5	23.8	9	17.0
Could not find job in field	10	31.3	2	9.5	12	22.6
Didn't complete program/pass test	-	-	3	14.3	3	5.7
Temporary job in transition	10	31.3	6	28.6	16	30.2
Other	8	25.0	3	14.3	11	20.8
Total	32	100.0	21	100.0	53	100.0
No response	-		-		-	

Example: The percentage of responding employed PT graduates not working in a related job who indicated the reason they were not employed in a related field was because they could not find a job in their fields was 31.3 (10 out of 32).

Out of 241 employed PT respondents (Table 25 on page 48), only 10 (4.1%) indicated the reason they were not employed in a related fields was because they could not find a job in their field (see chart below).



Note: Of the respondents in professional technical majors, 241 indicated they were employed; 188 (78%) in related fields and 53 (22%) in unrelated fields. (See Table 25 on page 48.)

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
ɔnal Research, Assessment and Planning / Fall 2001

Relevance of Courses in Related Jobs

Rate the relevance of your Lane classes to the knowledge and skills you need on the job.

[ ] (5) Very relevant
[ ] (4)
[ ] (3) Somewhat relevant
[ ] (2)
[ ] (1) Not at all relevant

- Over 89 percent of employed PT graduates who reported they were employed in jobs related to their Lane programs indicated their Lane courses were "very relevant" or "relevant" to their employment.

- As in the prior two years, two thirds of professional technical graduates indicated their Lane courses were "very relevant" to the knowledge and skills needed in their jobs.

- Nearly 90 percent of PT respondents who reported they were employed in jobs related to their Lane programs and also reported they were not in school full-time indicated Lane's courses were "very relevant" or "relevant" to their employment (Table 29).

Further Questions:

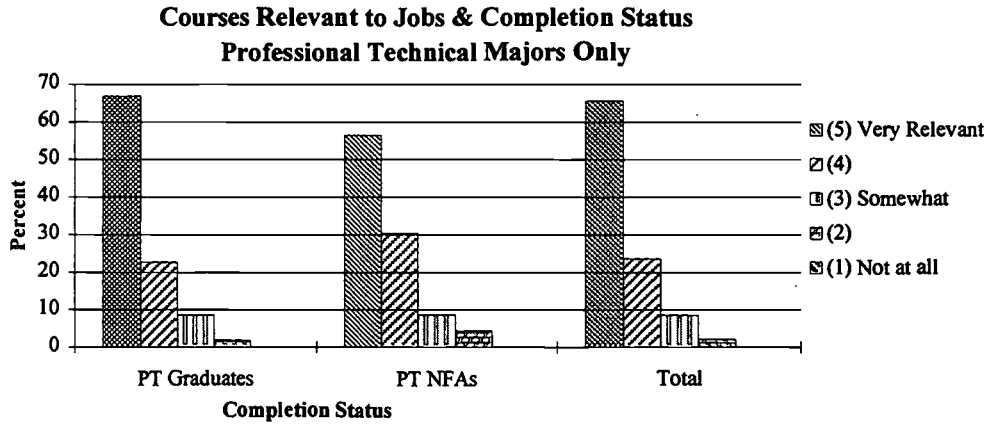
A higher percentage of professional technical graduates who were employed in jobs related to their fields of study (66.9%) indicated their Lane courses were "very relevant" compared to no formal award professional technical respondents who were employed in jobs related to their fields of study (56.5%).

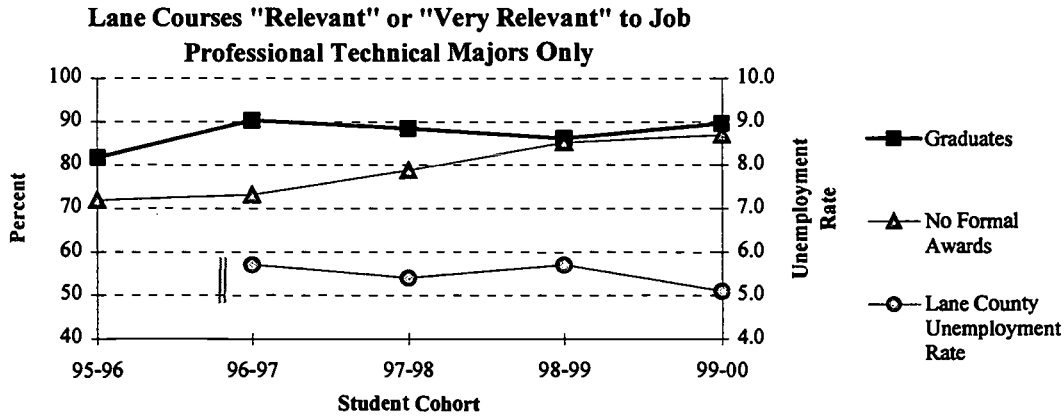
It is difficult to determine why professional technical NFA respondents indicated classes were less relevant in related jobs than graduates. Did graduates who by definition complete their programs assimilate and synthesize their coursework better than NFA respondents? Did NFA respondents leave before certain "capstone" courses that could have drawn together all their coursework toward a better understanding of their fields of study? These are key questions.

Table 28: Relevance of Courses in Related Jobs (Professional Technical Majors Only)

Relevance on the Job	Completion Status PT Graduates		PT NFAs		PT Total	
PT Majors Only	n	%	n	%	n	%
(5) Very Relevant	109	66.9	13	56.5	122	65.6
(4)	37	22.7	7	30.4	44	23.7
(3) Somewhat	14	8.6	2	8.7	16	8.6
(2)	3	1.8	1	4.3	4	2.2
(1) Not at all	-	-	-	-	-	-
Total	163	100.0	23	100.0	186	100.0

Example: The percentage of responding PT graduates who indicated courses were "very relevant" in related jobs was 66.9.





Example: The percentage of 99-00 PT graduate respondents who indicated courses were "relevant" or "very relevant" to their jobs was 89.6.

The percentage of 99-00 PT NFA respondents who indicated courses were "relevant" or "very relevant" to their job was 86.9.

Note: Starting in 96-97, percentages are for respondents working in jobs related to their field of study. Previous figures were for respondents working in any job.

‖ Due to revised estimating procedures, unemployment data for January 1997 and thereafter are not comparable with those for December 1996 and before.

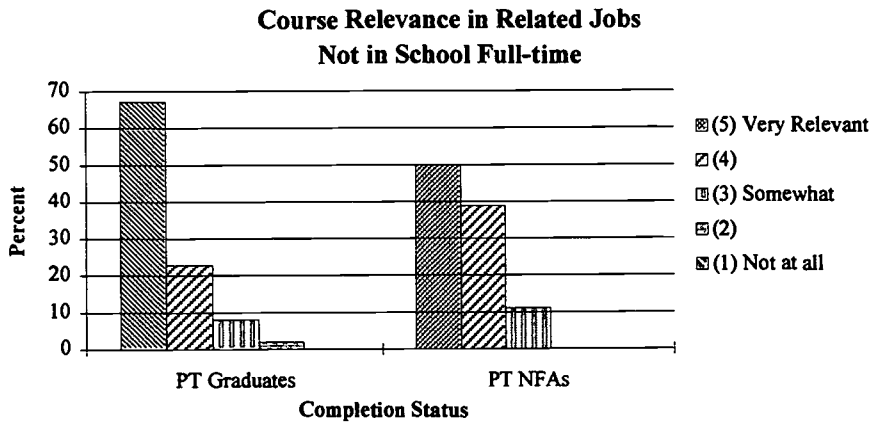
Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

Table 29: Relevance of Courses in Related Jobs

(Employed Professional Technical Respondents Not in School Full-time)

Relevance on the Job Not in School Full-time	Completion Status PT Graduates n	%	PT NFAs n	%	PT Total n	%
(5) Very Relevant	100	67.1	9	50.0	109	65.3
(4)	34	22.8	7	38.9	41	24.6
(3) Somewhat	12	8.1	2	11.1	14	8.4
(2)	3	2.0	-	-	3	1.8
(1) Not at all	-	-	-	-	-	-
Total	149	100.0	18	100.0	167	100.0

Example: The percentage of responding employed PT graduates who were not attending school full-time and indicated courses were "very relevant" in related jobs was 67.1.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
Institutional Research, Assessment and Planning / Fall 2001

Income

Please estimate your average monthly income from this employment, before taxes and deductions.

- Half of employed professional technical respondents were making near or more than the annual average covered wage[1] for Lane County.
- Fifty-three percent of employed professional technical graduate respondents were making near or more than the annual average covered wage for Lane County compared to only 25 percent of employed professional technical NFA respondents.
- Half of employed professional technical respondents not attending school full-time were earning near or above the average wage for Lane County (Table 31).
- A majority of professional technical respondents working full-time (56.1%) were earning near or above the average wage for Lane County (Table 32).

Interpretation/Analysis:

The average monthly income for all professional technical respondents employed full-time increased $195 in this year's study ($2,429) compared to the prior year's study ($2,234) representing a 9 percent increase.

The average monthly income of all responding professional technical graduates employed full-time ($2,460) is $277 greater than the average monthly income for all NFA professional technical respondents employed full-time ($2,183). As in prior years, the distribution of incomes around the average (standard deviation) is smaller for graduate respondents than for NFA respondents (e.g. more graduates earn closer to the graduate average compared to NFA respondents to the NFA average).

Further Questions:

How do the income patterns observed for former Lane students who have been out of school for less than one year compare to patterns found among former students who have been out of school for several years? Does the tendency toward an income differential between graduate and no formal award respondents become more or less distinct as the number of years after leaving Lane increases? Longer-term follow-up of students could provide data needed to help answer these sorts of questions. Access to State of Oregon wage data would enable research into these and other related questions.

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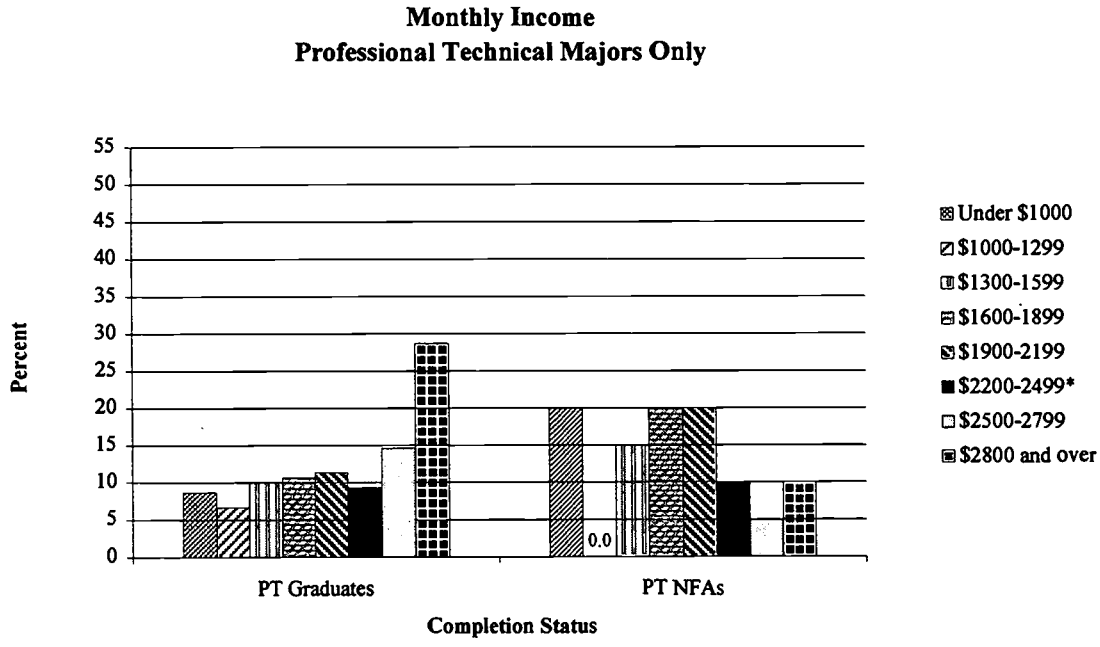
[1] The annual average covered wage is the average wage of all employees who are "covered" by a state's unemployment insurance program or the federal unemployment insurance program. In Oregon, approximately 85 percent of all workers are covered by unemployment insurance. In 1999, the most recent figures available, the annual average covered wage for Lane County was $26,921 and the annual average covered wage for Oregon was $30,867.

Table 30: Monthly Income (Employed Professional Technical Majors Only)
(Income Greater than Zero)

Monthly Income	Completion Status PT Graduates		PT NFAs		PT Total	
PT Majors Only	n	%	n	%	n	%
Under $1000	13	8.7	4	20.0	17	10.0
$1000-1299	10	6.7	-	-	10	5.9
$1300-1599	15	10.0	3	15.0	18	10.6
$1600-1899	16	10.7	4	20.0	20	11.8
$1900-2199	17	11.3	4	20.0	21	12.4
$2200-2499*	14	9.3	2	10.0	16	9.4
$2500-2799	22	14.7	1	5.0	23	13.5
$2800 and over	43	28.7	2	10.0	45	26.5
Total	150	100.0	20	100.0	170	100.0

Example: The percentage of responding employed PT graduates who indicated monthly income of greater than zero and less than $1000 was 8.7.

*$2200-2499/month is equivalent to $26,400-$29,988/year.
The average covered wage in 1999 for Lane County was $26,921.
The average covered wage in 1999 for Oregon was $30,867.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
Institutional Research, Assessment and Planning / Fall 2001

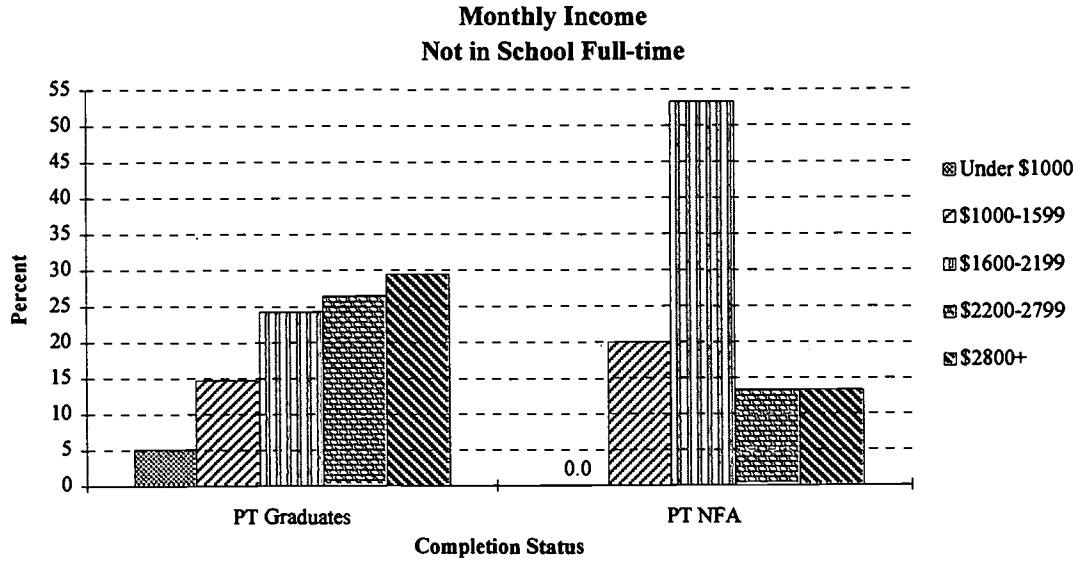
Table 31: Monthly Income

(Employed Professional Technical Respondents Not Attending School Full-time)
(Income Greater than Zero)

Monthly Income Not in School Full-time	Completion Status PT Graduates n	%	PT NFA n	%	PT Total n	%
Under $1000	7	5.1	-	-	7	4.6
$1000-1299	8	5.9	-	-	8	5.3
$1300-1599	12	8.8	3	20.0	15	9.9
$1600-1899	16	11.8	4	26.7	20	13.2
$1900-2199	17	12.5	4	26.7	21	13.9
$2200-2499*	14	10.3	2	13.3	16	10.6
$2500-2799	22	16.2	-	-	22	14.6
$2800 and over	40	29.4	2	13.3	42	27.8
Total	136	100.0	15	100.0	151	100.0

Example: The percentage of responding employed PT graduates not in school full-time who indicated monthly income of greater than zero and less than $1000 was 5.1.

*$2200-2499/month is equivalent to $26,400-$29,988/year.
The average covered wage in 1999 for Lane County was $26,921.
The average covered wage in 1999 for Oregon was $30,867.



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
onal Research, Assessment and Planning / Fall 2001

Table 32: Monthly Income

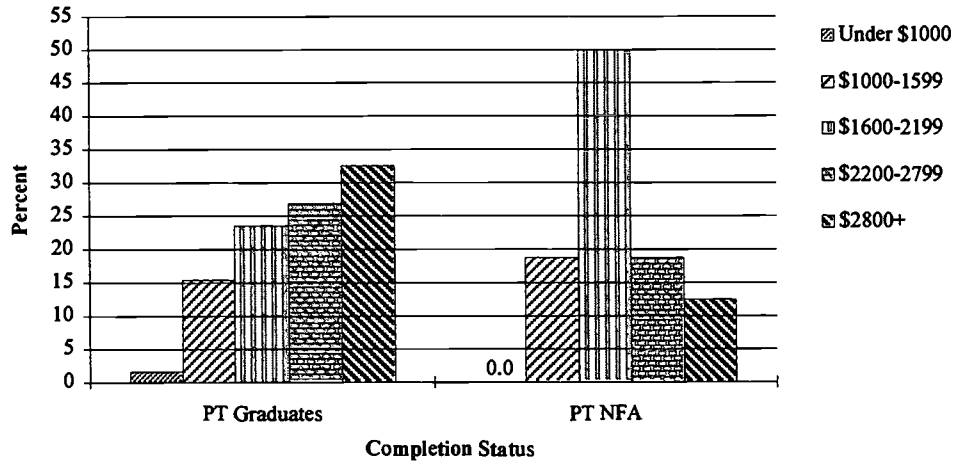
(Professional Technical Respondents Employed Full-time and Reporting Income)

Monthly Income Employed Full-time	Completion Status PT Graduates n	%	PT NFA n	%	PT Total n	%
Under $1000	2	1.6	-	-	2	1.4
$1000-1299	6	4.9	-	-	6	4.3
$1300-1599	13	10.6	3	18.8	16	11.5
$1600-1899	16	13.0	4	25.0	20	14.4
$1900-2199	13	10.6	4	25.0	17	12.2
$2200-2499*	12	9.8	2	12.5	14	10.1
$2500-2799	21	17.1	1	6.3	22	15.8
$2800 and over	40	32.5	2	12.5	42	30.2
Total	123	100.0	16	100.0	139	100.0

Example: The percentage of responding professional technical graduates employed full-time who indicated monthly income of greater than zero and less than $1000 was 1.6.

*$2200-2499/month is equivalent to $26,400-$29,988/year.
The average covered wage in 1999 for Lane County was $26,921.
The average covered wage in 1999 for Oregon was $30,867.

Monthly Income
Employed Full-Time



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
Institutional Research, Assessment and Planning / Fall 2001

Rating for Cooperative Education

If you participated in the Cooperative Education Program, how would you rate your Co-op assignment in terms of its *value* and *relevance* to your area of study?

Value:	Relevance:
[ ] Very good	[ ] Very good
[ ] Good	[ ] Good
[ ] Average	[ ] Average
[ ] Poor	[ ] Poor
[ ] Very poor	[ ] Very poor

- Approximately 42 percent (264) of all respondents and 55 percent (173) of professional technical respondents had participated in Cooperative Education.
- Nearly 64 percent of all respondents who had participated in Cooperative Education indicated the *value* (Table 33) of their experiences was "very good" and 66 percent indicated the *relevance* of their experiences (Table 34) was "very good."
- Approximately 86 percent of all respondents who had participated in Cooperative Education indicated the value and relevance of their experiences were "good" or "very good."

Interpretation/Analysis

Most respondents found their cooperative work experiences to be rewarding, both professionally and personally. Many students commented on the efforts of the cooperative education staff at Lane.

* *Trisha Hahn was great! Program was very flexible and directly related to what I wanted to do.*
* *Dixie Maurer-Clemons was the best coordinator.*
* *Steve Candee worked diligently to help me with pre-law assignments and got me several that helped me get interviews and my current position in unrelated fields, but was relevant in terms of experience and valuable knowledge.*
* *Larry Scott was helpful throughout both [co-op experiences]. He helped me get the position, he stayed interested, and visited by work sites. The co-op experience led me to my academic and career goals.*
* *Susan Burch was awesome to work for.*

Four themes emerged from the comments about the cooperative education experience. Cooperative Education

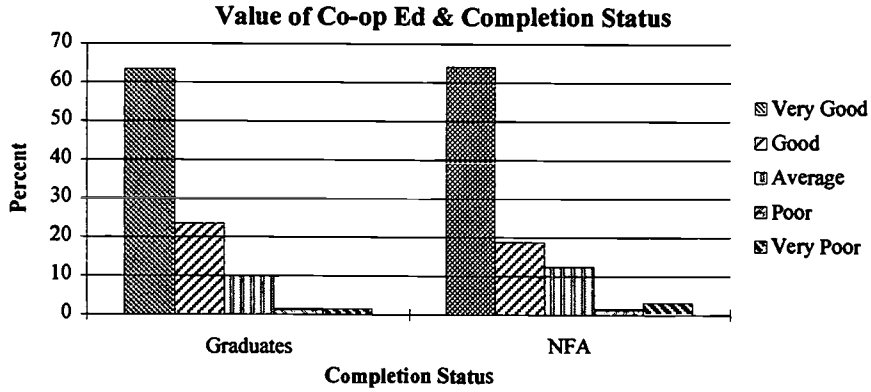
- Prepared students for real-life jobs.
- Opened doors to new jobs.
- Helped respondents find what interested them.
- Provided an enjoyable experience.

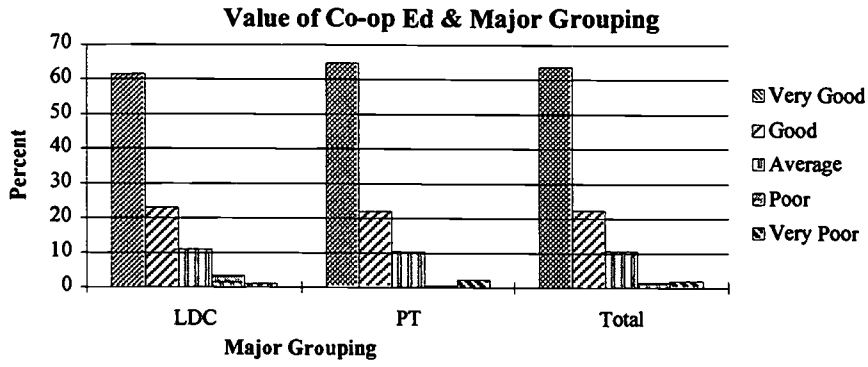
Representative comments begin on page 62.

Table 33: Value of Cooperative Education (Co-op Ed Respondents)

Value of Co-op Ed	Completion Status				Major Grouping					
	Graduates		NFA		LDC		PT		Total	
	n	%	n	%	n	%	n	%	n	%
Very Good	127	63.5	41	64.1	56	61.5	112	64.7	168	63.6
Good	47	23.5	12	18.8	21	23.1	38	22.0	59	22.3
Average	20	10.0	8	12.5	10	11.0	18	10.4	28	10.6
Poor	3	1.5	1	1.6	3	3.3	1	0.6	4	1.5
Very Poor	3	1.5	2	3.1	1	1.1	4	2.3	5	1.9
Total	200	100.0	64	100.0	91	100.0	173	100.0	264	100.0

Example: The percentage of graduate respondents who participated in Co-op Ed and rated the value of their Co-op Ed experience as "very good" was 63.5.





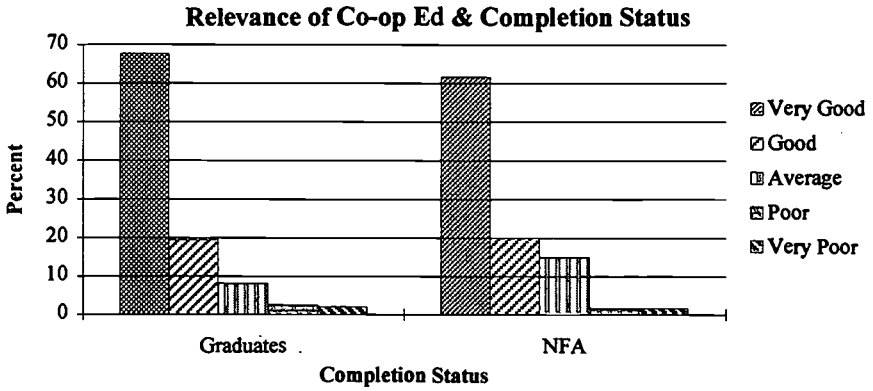
Respondents are represented three times:
-Once in completion status as either a graduate or NFA (no formal award)
-Secondly in major grouping as either LDC (lower division collegiate transfer) or PT (professional technical)
-A third time in the total.

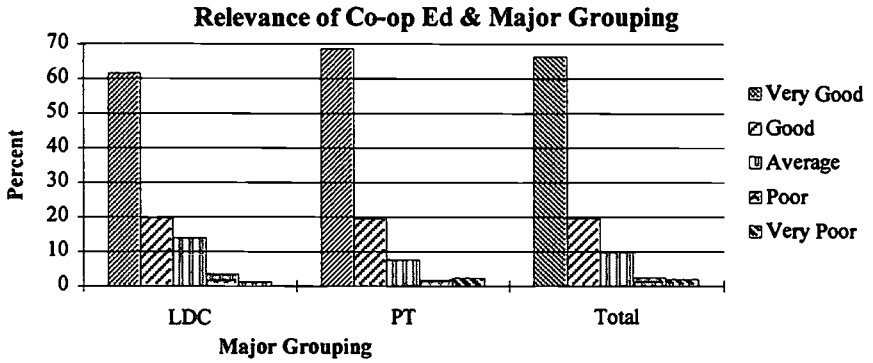
Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
Institutional Research, Assessment and Planning / Fall 2001

Table 34: Relevance of Cooperative Education (Co-op Ed Respondents)

Relevance of Co-op Ed	Completion Status				Major Grouping					
	Graduates		NFA		LDC		PT		Total	
	n	%	n	%	n	%	n	%	n	%
Very Good	132	67.7	37	61.7	53	61.6	116	68.6	169	66.3
Good	38	19.5	12	20.0	17	19.8	33	19.5	50	19.6
Average	16	8.2	9	15.0	12	14.0	13	7.7	25	9.8
Poor	5	2.6	1	1.7	3	3.5	3	1.8	6	2.4
Very Poor	4	2.1	1	1.7	1	1.2	4	2.4	5	2.0
Total	195	100.0	60	100.0	86	100.0	169	100.0	255	100.0

Example: The percentage of graduate respondents who participated in Co-op Ed and rated the relevance of their Co-op Ed experience as "very good" was 67.7.





Respondents are represented three times:
-Once in completion status as either a graduate or NFA (no formal award)
-Secondly in major grouping as either LDC (lower division collegiate transfer) or PT (professional technical)
-A third time in the total.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
nal Research, Assessment and Planning / Fall 2001

Cooperative Education Comments

Former Lane students commented that their Cooperative Education experiences

Prepared Respondents for Real Life Jobs.

* *It was very positive. It helped to reinforce the academic learning on the job. It gave me insight into how the real world is in my field of study.*
* *My co-op experience was simply great. I learned so much about my field of study. Co-op provided a lot a valuable information that simply can't be done in a classroom environment. The co-op coordinator did a great job.*
* *I was lucky I got hired. I also saw what network engineers do. Before my co-op, I had no real concept of what a network engineer did.*
* *Co-op actually helped out a lot. Mine was doing tutoring so it helped cement knowledge learned in class.*

Opened Doors to Jobs.

* *I worked two co-op assignments—great experience from both, was paid well by both, both wanted to hire me, and I am still working at one. Co-op Ed was the bridge between school and work!*
* *It was great. I did two terms at the same place and am now working there.*
* *I really enjoyed it and it was very beneficial in preparing me for the job I have now.*
* *I believe that my co-op experience directly led to my getting the job I have.*
* *It's a good way to get your foot in the door of a career that you're choosing and on-the-job training gives a real sense of how it is in the field.*
* *It was excellent. I went as an intern via co-op and am now working there.*
* *It landed me a good job.*

Helped both LDC and PT Respondents Find What Interested Them.

* *It definitely helped me understand my career choices better.*
* *It gave me a chance to look at different jobs and offices.*
* *My co-op job was good for my resume, but I did not learn much at the job.*
* *I just wish I could have done more than one to have different experiences.*
* *I switched majors because of my co-op. I'm very glad that they offer the opportunity to experience the field you think you want to go into.*

Provided an Enjoyable Experience.

* *My co-op experience was outstanding. I still use resources from my co-op experience today. I am astonished at the valuable information I learned.*
* *It was a lot of work, and I learned a lot. It was an overall good experience.*
* *I just enjoyed it. It was excellent. The one-on-one training was great.*
* *It was the best thing I could have done. Better than any classes!*
* *It gave me confidence.*
* *It was wonderful.*

A small percentage of respondents expressed some disappointment and/or frustration with their Cooperative Education experiences as the following comments indicate:

* *The co-op instructor cared, but the internship did not make use of my time and the company I worked for did not meet goals set.*
* *This was about the best thing I experienced at Lane—but not many places will recognize my credits so it's money spent for nothing.*
* *Co-op experience is essential for comprehension of the industry. Good: real application was invaluable. Bad: Lane needs to intensify this portion of education through local businesses. Students should do co-op at several different [places].*
* *I helped me realize I DIDN"T want to be a lawyer. I just felt like an unappreciated secretary for the law office I worked for.*
* *All the placements were valuable, but since I wasn't sure what area I wanted to go into, they were not all relevant. As it turns out, basic office experience had been the most valuable.*
* *I wish I would have known how to take initiative to develop more challenging components and weekly or bi-weekly meetings with my supervisor.*

Student Follow-Up Study
Spring 2001

1999-2000 Students: *One Year Later*

Job Skill Importance
and
Lane Training of Skills

Former professional technical majors employed in jobs related to their field of study were asked to rate both the importance of skills and Lane skill training in four categories: people skills, general skills, vocationally-specific skills, and computer skills.

(1) People skills
- ⇒ Communication skills
- ⇒ Listening skills
- ⇒ Teamwork skills
- ⇒ Meeting the public
- ⇒ Interviewing skills

(3) General skills
- ⇒ Learning/adapting
- ⇒ Efficiency/productivity
- ⇒ Organizational skills
- ⇒ Problem-solving
- ⇒ Math
- ⇒ Writing

(2) Vocationally-specific skills
- ⇒ Work quality
- ⇒ Hands-on experience
- ⇒ Technical job knowledge
- ⇒ Equipment operation
- ⇒ Equipment maintenance

(4) Computer application skills
- ⇒ E-mail
- ⇒ Internet
- ⇒ Word processing
- ⇒ Spreadsheets
- ⇒ Databases
- ⇒ Computer skills specific to field

Importance of skill and effectiveness of Lane training can be matched in four ways:

Importance of Skill	Rating of Lane Training	Recommendation
High	High	Continue what we are doing
High	*Low*	*Increase emphasis*
Low	High	Examine more closely
Low	Low	Examine more closely

Skills that are rated high in importance and low in Lane training are skills that warrant increased emphasis.

Job Skill Importance and Lane Training of Skills

Summary—Job Skills and Training

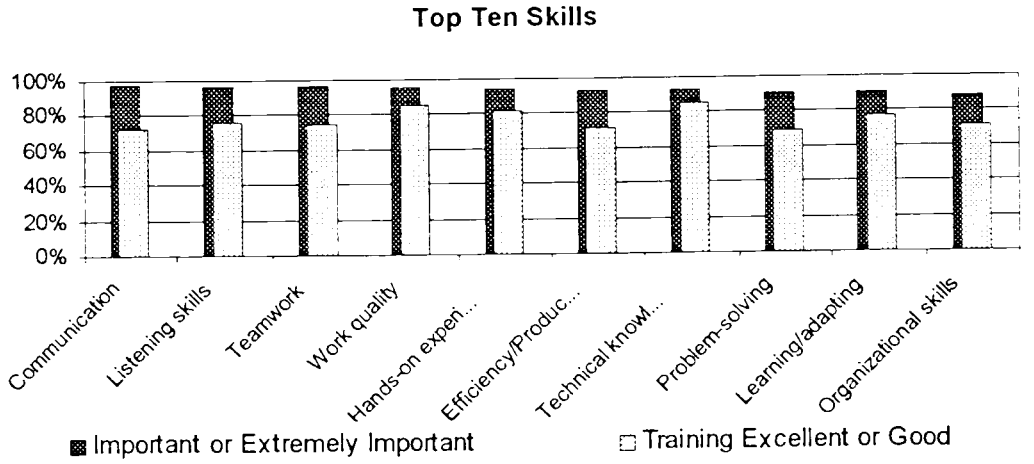
Over 88 percent of 188 professional technical respondents employed in jobs related to their Lane fields of study indicated ten skills as important or extremely important (Table below). The "excellent" or "good" rating of Lane training for those ten skills ranged from 71 percent to 85 percent. Increasing emphasis in the areas with the greatest difference between the importance rating and the Lane training rating would better prepare our students for the work place (shaded in the table below).

Ten Most Important Skills

Skills	Important or Extremely Important	Lane Training Excellent or Good	*Difference between Importance Rating and Training
. Communication	97%	72%	25%
. Listening skills	97%	75%	21%
. Teamwork	96%	74%	22%
. Work quality	95%	85%	10%
. Hands-on experience	94%	81%	13%
. Efficiency/productivity	93%	71%	22%
. Technical Knowledge	93%	85%	8%
. Problem-solving	91%	69%	22%
. Learning/adapting	91%	77%	14%
. Organizational skills	88%	72%	17%

*Note: Percentages do not always add up due to rounding.

Of the ten most important skills listed above, three are people skills (communication, listening, and teamwork), four are general skills (learning/adapting, efficiency, organization, and problem solving) and three are vocationally specific skills (work quality, hands-on experience, and technical knowledge).



Nearly 90 percent of former professional technical students employed in related jobs indicated that Lane's overall training was excellent or good.

Importance of Skills and Effectiveness of Lane Training

The percent of professional technical respondents employed in jobs related to their Lane program who indicated a skill as extremely important or important was compared to the percent of respondents indicating Lane skill training as excellent or good.

- The skill with the largest percentage difference between the importance of a skill and Lane training of a skill was communication skills, according to professional technical respondents employed in a job relating to their fields of study. (Importance was 97 percent, and Lane training was 72 percent–for a difference of 25 percent.) See People Skills.
- The next largest percentage difference between importance of a skill and Lane training of a skill was teamwork, efficiency/productivity, and problem solving skills each with a 22 percent difference between importance and Lane training. See both People and General Skills.
- The three vocationally specific skills that rated above 90 percent in importance were work-quality (95%), hands-on-experience (94%) and technical knowledge (93%). Respondents rated Lane's training of these skills lower (85 %, 81 % and 85 % respectively).
- Sixty-three percent rated "computer skills specific to your field" important or extremely important and 56 percent rated Lane training of this skill excellent or good.

Interpretation/Analysis

Overall, the three skills with the highest percent of respondents indicating a skill was important or extremely important were communication (97%), listening (97%), and teamwork skills (96%). All three top skills in importance also had large differences in percentages between importance and Lane training of skills. None of the top three skills in importance were vocationally specific skills.

Just over half of the respondents rated math as important or extremely important (51%) while 91 percent of the respondents rated problem-solving skills as important or extremely important. Should the rating of math importance and the rating of problem-solving importance (40 percentages points difference) be more closely aligned with one another?

The importance of computer skills is masked by the variance of computer use. Comments suggest computer use is growing, even in the health professional field. Students also acknowledge the difficulty in Lane preparation for a wide variety of computer skills as evidenced by the following comments when asked what training Lane should provide to improve general/computer skills:

* *Most hospitals or offices use their own programs and you have to learn it on the job. To me, this is not a high priority unless you absolutely have no knowledge of a computer at all.*
* *Find a way that we could use the computers at the hospitals to see how they fit into the nurses' job.*
* *General dental programs-Microsoft Office-scheduling/billing, etc.*
* *Require keyboarding ability/competency.*

Recommendations

Increased emphasis across all programs is recommended in skills (shaded areas on page 69) where at least nine out of ten respondents indicated the skill was important or extremely important and the difference between the importance rating and the rating of Lane training was at least 15 percent.

Table 35: Difference Between Skill Importance and Lane Training

a. People Skills	Extremely Important or Important	Training Excellent or Good	Difference*	College-wide Recommendation
Communication	97%	72%	25%	*Increase emphasis*
Listening skills	97%	75%	21%	*Increase emphasis*
Teamwork	96%	74%	22%	*Increase emphasis*
Meeting the public	80%	66%	14%	
Interview skills	74%	58%	16%	

Example: Ninety-seven percent of the professional technical respondents employed in a job related to their fields of study indicated that communication skills were either important or extremely important. Seventy-two percent indicated Lane training for communication skills was good or excellent. The percentage difference between the rating of importance and the rating of training is 25.

Increased emphasis is recommended in the shaded areas which indicate skills where at least nine out of ten respondents indicated the skill was important or extremely important and the difference between the importance rating and the rating of Lane training was at least 15 percent.

*Note: Differences may not add up due to rounding.

b. General Skills	Extremely Important or Important	Training Excellent or Good	Difference*	College-wide Recommendation
Problem-solving	91%	69%	22%	*Increase emphasis*
Learning/adapting	91%	77%	14%	
Organizational skills	88%	72%	17%	
Efficiency/Productive	93%	71%	22%	*Increase emphasis*
Writing	61%	71%	-10%	
Math	51%	72%	-21%	

c. Vocationally Specific Skills	Extremely Important or Important	Training Excellent or Good	Difference*
Hands-on experience	94%	81%	13%
Work quality	95%	85%	10%
Technical knowledge	93%	85%	8%
Equipment operation	74%	78%	-4%
Equipment maintenance	57%	61%	-4%
Other**	97%	77%	20%

d. Computer Application Skills	Extremely Important or Important	Training Excellent or Good	Difference*
Specific to field	63%	56%	7%
E-mail	43%	48%	-5%
Internet	40%	44%	-4%
Word processing	43%	55%	-13%
Spreadsheets	29%	49%	-20%
Databases	26%	46%	-20%

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey

People Skills

How important are the following people skills to the employee's job and what rating would you give Lane's training for each skill?

- More than 96 percent of the professional technical respondents employed in jobs related to their program indicated that three people skills (communication, listening skills, and teamwork) were extremely important or important.
- A higher percentage of respondents indicated communication as extremely important (89.9%) compared to any other people skill.
- While nearly 90 percent of the respondents indicated communication skills were extremely important, only 43.2 percent of the respondents indicated Lane training of communication skills was excellent—a difference of nearly 47 percent.

When asked, **"What specific training should Lane provide to improve people skills?"** the types of training most often mentioned were communication, dealing with the public/difficult people and teamwork skills. Some representative comments from former professional technical students employed in related jobs follow:

* *Classes aimed more toward verbal rather than written communication.*
* *More on-the-job experience. Possible role playing in problem situations.*
* *Need more real life situations—example: handling upset customers.*
* *Boost the communication requirements for technical students.*
* *How to talk to people on the phone and deal with problems. The speech class if different. Experience on the phone would be helpful.*
* *Could have prepared us more for communication with doctors.*
* *There needs to be more mainstream communication—listening, critical thinking and speech—rather than the communications course required.*

Interpretation/Analysis

As in last year's study, three people skills (communication, listening, and teamwork) were among the top ten most important skills in the study as indicated by former professional technical students employed in related jobs. Clearly our students would be better prepared for the work place if Lane increased emphasis on these three people skills.

Table 36a: Importance of Employee People Skills

Importance of People Skills	Extremely important #	%	#	%	Somewhat important #	%	#	%	Not important #	%	Total
Communication	169	89.9	14	7.4	4	2.1	1	0.5	0	-	188
Listening skills	165	89.2	14	7.6	5	2.7	1	0.5	0	-	185
Teamwork	157	84.0	23	12.3	5	2.7	1	0.5	1	0.5	187
Meeting the public	130	69.9	18	9.7	22	11.8	8	4.3	8	4.3	186
Interview skills	112	60.5	24	13.0	33	17.8	7	3.8	9	4.9	185

Example: Of the respondents in professional technical majors, 169 out of 188 (89.9%) employed in jobs related to their fields of study indicated communication skills were extremely important.

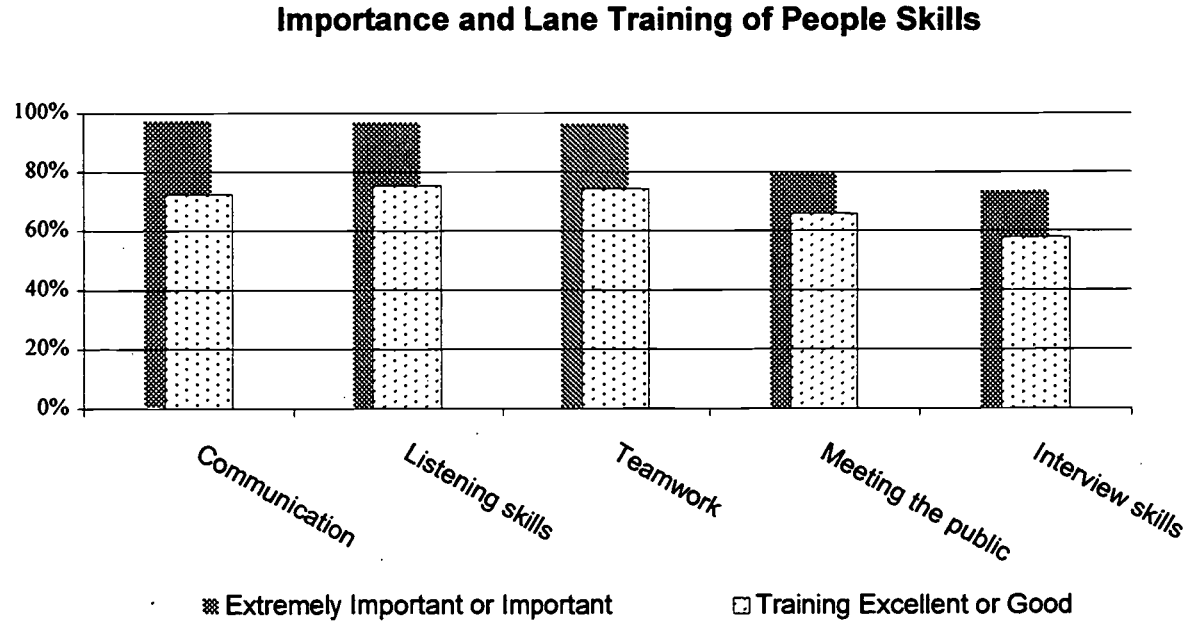


Table 36b: Effectiveness of Lane Training of Employee People Skills

Rating of Lane Training	Excellent #	%	Good #	%	Average #	%	Below Avg #	%	Poor #	%	Total
Communication	80	43.2	54	29.2	42	22.7	5	2.7	4	2.2	185
Listening skills	84	45.9	54	29.5	34	18.6	8	4.4	3	1.6	183
Teamwork	87	46.5	52	27.8	32	17.1	10	5.3	6	3.2	187
Meeting the public	70	41.2	42	24.7	34	20.0	17	10.0	7	4.1	170
Interview skills	66	38.6	33	19.3	45	26.3	20	11.7	7	4.1	171

Example: Eighty out of 185 (43.2%) professional technical respondents employed in jobs related to their fields of study rated Lane's training of communication skills as excellent.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
ional Research, Assessment and Planning / Fall 2001

General Skills

How important are the following general skills to the employee's job and what rating would you give Lane's training for each skill?

- More than 90 percent of the professional technical respondents employed in related jobs indicated that three general skills (learning/adapting, efficiency/productivity, and problem-solving skills) were extremely important or important.

- A higher percentage of respondents indicated problem-solving skills as extremely important (74%) compared to any other general skill.

- While 74 percent of the respondents indicated problem-solving skills were extremely important, only 39 percent of the respondents indicated Lane training of problem-solving skills was excellent—a difference of 35 percent.

Interpretation/Analysis

As in the prior two years' studies, four general skills (problem-solving skills, learning/adapting, efficiency/productivity, and organizational skills) were among the top ten most important skills as indicated by former professional technical students employed in related jobs.

It is interesting to note that while 91 percent of former professional technical students employed in jobs related to their program indicated that problem-solving skills are "important" or "extremely important," just over a half (51 percent) indicated that math was "important" or "extremely important."

Table 37a: Importance of Employee General Skills

Importance of General Skills	Extremely important #	%	#	%	Somewhat important #	%	#	%	Not important #	%	Total
Problem-solving	134	74.4	29	16.1	8	4.4	7	3.9	2	1.1	180
Learning/adapting	130	72.6	33	18.4	11	6.1	2	1.1	3	1.7	179
Organizational skills	127	70.6	32	17.8	10	5.6	6	3.3	5	2.8	180
Efficiency/Productive	126	70.4	40	22.3	8	4.5	2	1.1	3	1.7	179
Writing	64	36.0	44	24.7	44	24.7	14	7.9	12	6.7	178
Math	54	30.0	37	20.6	47	26.1	26	14.4	16	8.9	180

Example: Of the respondents in professional technical majors, 134 out of 180 (74.4%) employed in jobs related to their fields of study indicated problem-solving skills were extremely important.

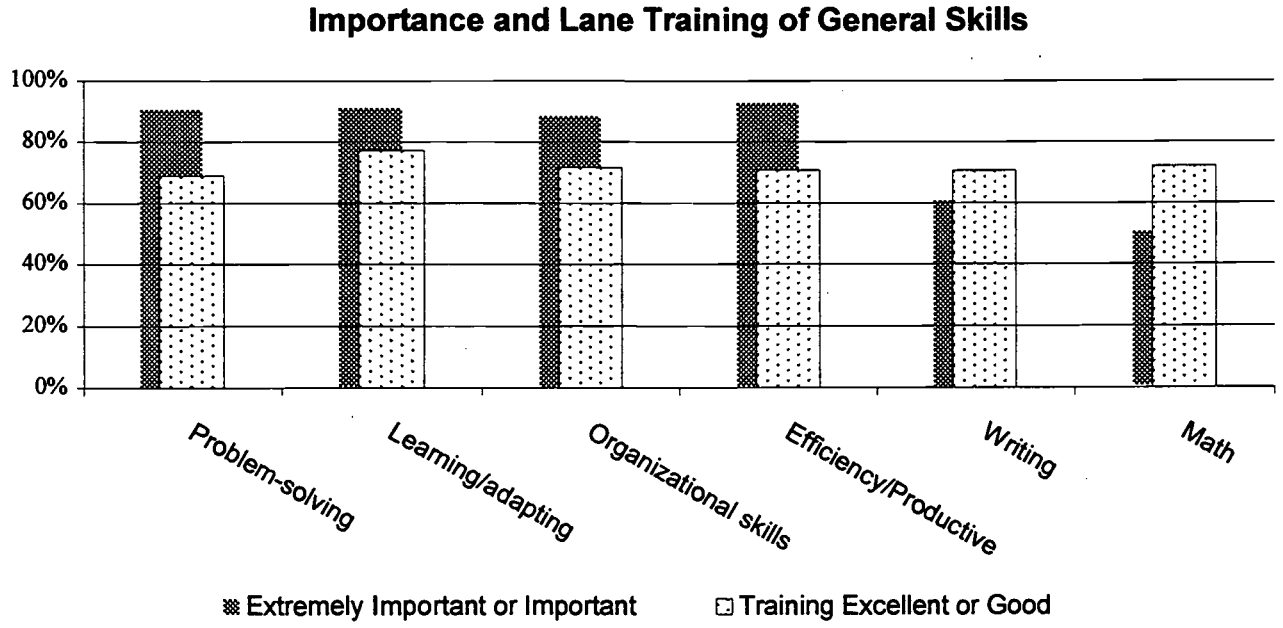


Table 37b: Effectiveness of Lane Training of Employee General Skills

Rating of Lane Training	Excellent #	%	Good #	%	Average #	%	Below Avg #	%	Poor #	%	Total
Problem-solving	67	39.2	51	29.8	39	22.8	10	5.8	4	2.3	171
Learning/adapting	64	38.3	65	38.9	29	17.4	6	3.6	3	1.8	167
Organizational skills	56	33.1	65	38.5	37	21.9	8	4.7	3	1.8	169
Efficiency/Productive	64	38.1	55	32.7	35	20.8	11	6.5	3	1.8	168
Writing	62	37.8	54	32.9	42	25.6	2	1.2	4	2.4	164
Math	66	41.0	50	31.1	36	22.4	6	3.7	3	1.9	161

Example: Sixty-seven out of 171 (39.2%) professional technical respondents employed in jobs related to their fields of study rated Lane's training of problem-solving skills as excellent.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
[illegible]onal Research, Assessment and Planning / Fall 2001

Vocationally-Specific Skills

How important are the following vocationally specific skills to the employee's job and what rating would you give Lane's training for each skill?

- More than 90 percent of the professional technical respondents employed in jobs related to their fields of study indicated that three vocationally specific skills (work quality, hands-on experience and technical knowledge) were "important" or "extremely important."
- A higher percentage of respondents indicated hands-on experience as "extremely important" (82.5%) compared to any other vocationally specific skill.
- While nearly 83 percent of the respondents indicated hands-on experience was "extremely important," only 56 percent of the respondents indicated Lane training using hands-on experience was "excellent"—a difference of 27 percent.

When asked, **"What specific training should Lane provide to improve vocationally specific skills?"** hands-on experience and vocationally-specific courses or procedures were mentioned most often. Some representative comments from former professional technical students employed in a related job follow:

* *More job experience, field experience in hands-on approach.*
* *More hand-on training that deal with real-life situations.*
* *More specific case management. I took it, but only applied to the field that was favored by instructor.*
* *More hands-on out in the field. Organization of the program. Teach classes related to hands-on with classes in classroom in the same term.*
* *It would have helped if the equipment we were working with was closer up-to-date.*
* *An internship or job shadow before you go into the program so you can figure out if you really want to do it and others will get a chance.*

Interpretation/Analysis

As in the prior two years' studies, three vocationally specific skills (work quality, hands-on experience, and technical knowledge) were among the top ten most important skills as indicated by former professional technical students employed in related jobs. Clearly our students would be better prepared for the work place if Lane increased emphasis on these three vocationally specific skills.

Table 38a: Importance of Employee Vocationally-Specific Skills

Importance of	Extremely important				Somewhat important				Not important		
Vocational Skills	#	%	#	%	#	%	#	%	#	%	Total
Hands-on experience	151	82.5	21	11.5	10	5.5	1	0.5	0	-	183
Work quality	146	79.8	28	15.3	8	4.4	0	-	1	0.5	183
Technical knowledge	144	79.6	24	13.3	8	4.4	5	2.8	0	-	181
Equipment operation	1	0.6	117	73.6	20	12.6	14	8.8	7	4.4	159
Equipment maintenance	1	0.8	73	56.2	17	13.1	25	19.2	14	10.8	130
Other**	21	70.0	8	26.7	1	3.3	0	-	0	-	30

Example: Of the respondents in professional technical majors, 151 out of 183 (82.5%) employed in jobs related to their fields of study indicated hands-on-experience was extremely important.

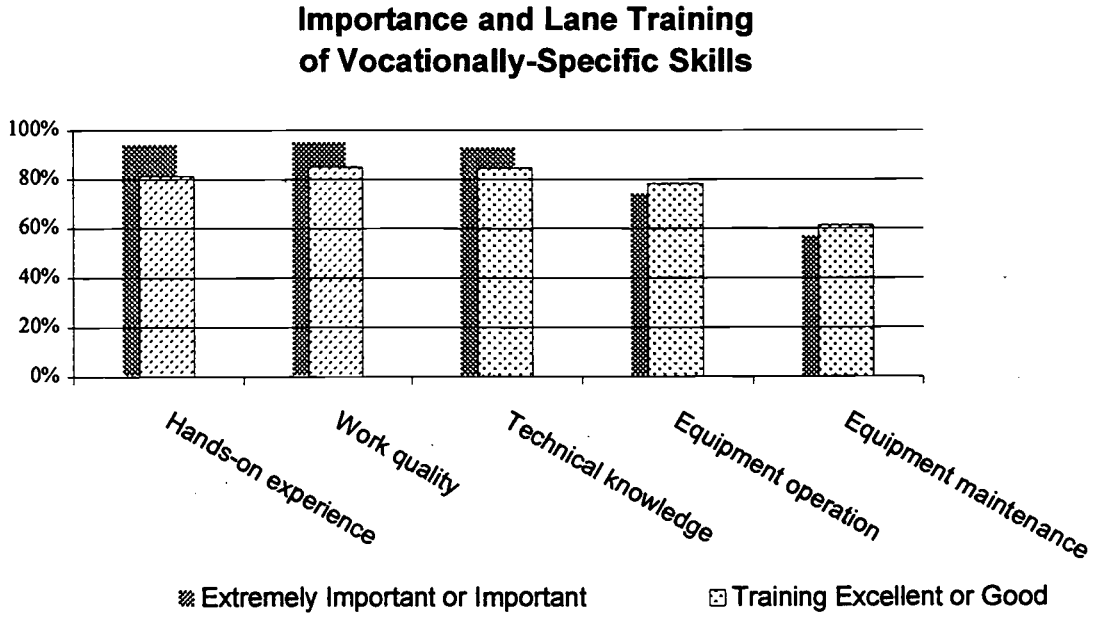


Table 38b: Effectiveness of Lane Training of Vocationally-Specific Skills

Rating of	Excellent		Good		Average		Below Avg		Poor		
Lane Training	#	%	#	%	#	%	#	%	#	%	Total
Hands-on experience	99	55.9	45	25.4	22	12.4	7	4.0	4	2.3	177
Work quality	88	50.3	61	34.9	20	11.4	5	2.9	1	0.6	175
Technical knowledge	88	49.7	62	35.0	19	10.7	6	3.4	2	1.1	177
Equipment operation	70	46.1	49	32.2	28	18.4	3	2.0	2	1.3	152
Equipment maintenance	37	31.1	36	30.3	28	23.5	12	10.1	6	5.0	119
Other**	30	50.0	16	26.7	7	11.7	5	8.3	2	3.3	60

Example: Ninety-nine out of 177 (55.9%) professional technical respondents employed in jobs related to their fields of study rated Lane's training of hands-on-experience as excellent.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
ional Research, Assessment and Planning / Fall 2001

Computer Application Skills

How important are the following computer application skills to the employee's job and what rating would you give Lane's training for each skill?

- Nearly 63 percent of the professional technical respondents employed in jobs related to their fields of study indicated that computer application skills specific to their fields were "extremely important" or "important."
- A higher percentage of respondents indicated computer application skills specific to their fields as extremely important compared to any other computer application skill.
- While 45 percent of the respondents indicated computer application skills specific to their fields were extremely important, only 26 percent of the respondents indicated Lane training of computer application skills specific to their fields was "excellent"—a difference of 19 percent.

When asked, **"What specific training should Lane provide to improve general/computer skills?"** most respondents answered this question with some kind of computer-related need. Some representative comments follow:

* *Diversify computer skills to include office software.*
* *More Internet.*
* *Introduce students to Daisy and/or other commonly used computer systems in local dentist offices.*
* *Programs for dental work and scheduling.*
* *I would have like to have gotten more general computer knowledge.*

Interpretation/Analysis

The importance of computer skills is masked by the variance in employee use of computers. Four out of five of the 155 professional technical respondents employed full-time in a job related to their fields of study used a computer at least one hour a week (compared to 75 percent in the prior year's study) and over half used a computer over five hours a week (54%).

Just under half (49%) of the PT respondents employed full-time in a job related to their fields of study used a discipline-specific computer program in their jobs. Of those who used a discipline-specific computer program, 40 percent used the program for an average of 1-5 hours per week (compared to one-third in the prior year's study), 18 percent for 6-10 hours per week, and another 20 percent for 11-20 hours per week. Twenty-two percent used the program for over 20 hours a week.

Fifty-two percent of the PT respondents employed full-time in a job related to their fields of study used a word processing program on a weekly basis, 61 percent used e-mail/Internet, 36 percent used a database, 32 percent used a spreadsheet, 12 percent used a desktop publishing program, and 11 percent used a graphics/illustration program.

Table 39a: Importance of Computer Application Skills

Importance of Computer Skills	Extremely important #	%	#	%	Somewhat important #	%	#	%	Not important #	%	Total
Specific to field	71	44.9	28	17.7	27	17.1	8	5.1	24	15.2	158
E-mail	55	31.3	21	11.9	24	13.6	21	11.9	55	31.3	176
Internet	54	31.2	16	9.2	34	19.7	21	12.1	48	27.7	173
Word processing	49	28.2	25	14.4	41	23.6	20	11.5	39	22.4	174
Spreadsheets	34	20.2	15	8.9	18	10.7	24	14.3	77	45.8	168
Databases	33	19.3	12	7.0	30	17.5	27	15.8	69	40.4	171

Example: Seventy-one out of 158 (44.9%) professional technical respondents employed in jobs related to their programs indicated computer skills specific to their fields were extremely important.

Importance and Lane Training of Computer Application Skills

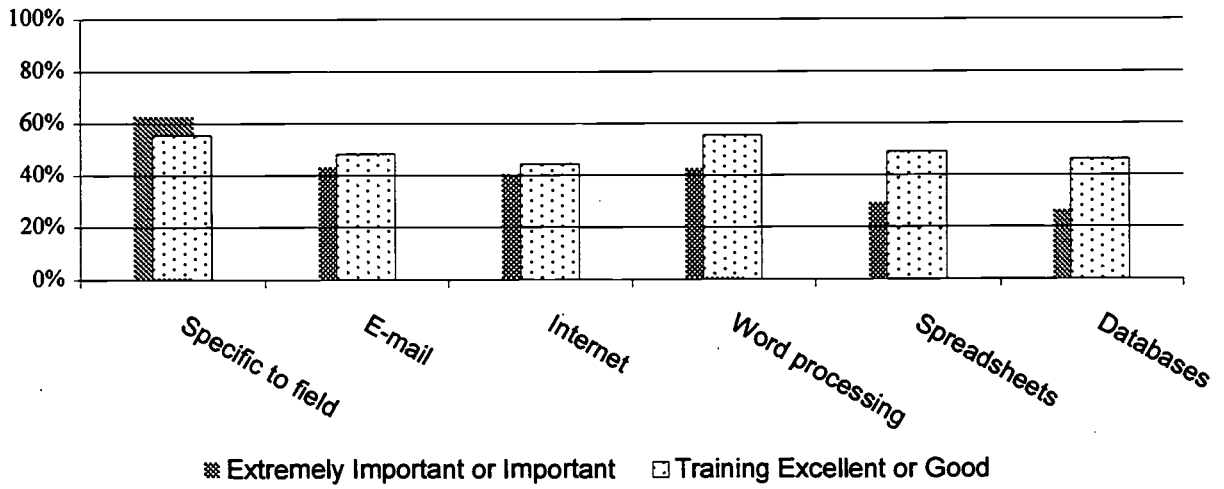


Table 39b: Effectiveness of Lane Training of Computer Application Skills

Rating of Lane Training	Excellent #	%	Good #	%	Average #	%	Below Avg #	%	Poor #	%	Total
Specific to field	33	26.2	37	29.4	27	21.4	10	7.9	19	15.1	126
E-mail	37	31.9	19	16.4	29	25.0	15	12.9	16	13.8	116
Internet	37	29.8	18	14.5	36	29.0	17	13.7	16	12.9	124
Word processing	45	35.2	26	20.3	32	25.0	12	9.4	13	10.2	128
Spreadsheets	30	29.4	20	19.6	28	27.5	10	9.8	14	13.7	102
Databases	26	25.5	21	20.6	25	24.5	13	12.7	17	16.7	102

Example: Thirty-three out of 126 (26.2%) professional technical respondents employed in jobs related to their programs rated Lane's training of computer skills specific to their fields as excellent.

Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
ional Research, Assessment and Planning / Fall 2001

Employee Training

What is your overall rating of the training you received from Lane with respect to the requirements of your job?

To what extent has your training from Lane added to your ability for job placement and/or advancement?

- Nearly 90 percent of former professional technical students employed in related jobs indicated that Lane's overall training was good or excellent. (Table 40).

- Over 79 percent of all professional technical respondents indicated that Lane's training added more than somewhat to their ability for job placement or advancement (Table 41).

- The percentage of respondents indicating "excellent" in the overall rating of training and "very much" in Lane's contribution to placement or advancement increased 5 percent from the prior year's study.

Interpretation/Analysis

Lane continues to be a good source of training with respect to requirements on the job. A three-year average of 88 percent of professional technical respondents employed in jobs related to their fields of study indicated their overall training from Lane was "excellent" or "good." A three-year average of 78 percent of all professional technical respondents indicated Lane contributed more than "somewhat" to their placements or advancements.

Table 40: Overall Rating of Training

From Professional Technical Respondents Employed in Jobs Related to their Program

	Excellent		Good		Average		Below Ave		Poor		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
1997-98	84	52.2	60	37.3	14	8.7	3	1.9	0	-	161	100.0
1998-99	68	41.7	70	42.9	17	10.4	7	4.3	1	0.6	163	100.0
1999-00	84	46.7	77	42.8	14	7.8	4	2.2	1	0.6	180	100.0
Average		46.8		41.1		8.9		2.8		0.4		

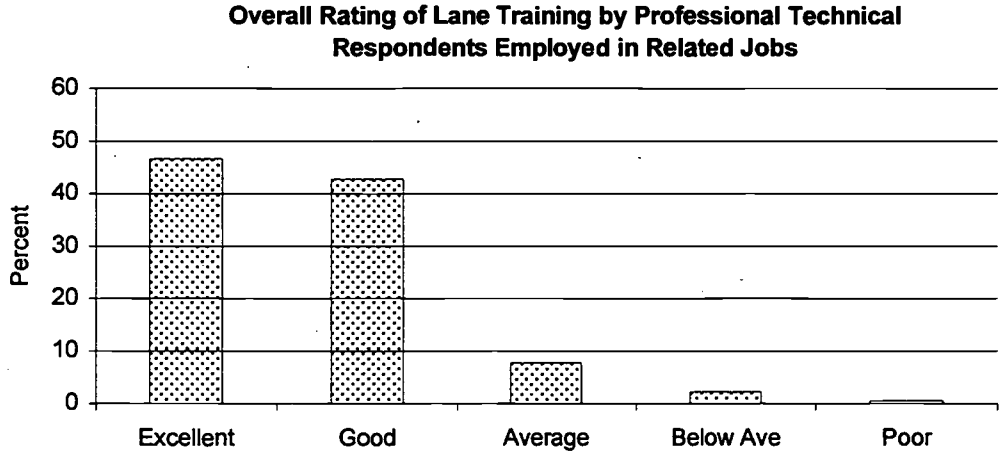
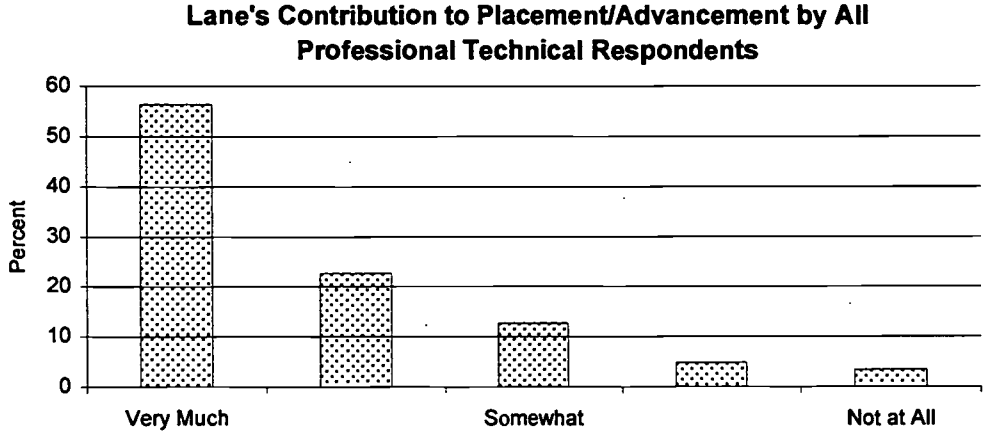


Table 41: Lane's Contribution to Placement/Advancement

From All Former Professional Technical Respondents in this Year's Study

	Very Much				Somewhat				Not at All		Total	
	#	%	#	%	#	%	#	%	#	%	#	%
1997-98	141	67.5	22	10.5	33	15.8	6	2.9	7	3.3	209	100.0
1998-99	142	51.1	70	25.2	42	15.1	8	2.9	16	5.8	278	100.0
1999-00	164	56.4	66	22.7	37	12.7	14	4.8	10	3.4	291	100.0
Average		58.1		18.9		15.4		2.9		4.7		



Source: 2001 Follow-up Study of 1999-00 Students-Student Survey
onal Research, Assessment and Planning / Fall 2001

Comments

Please comment, both positive and negative, about Lane's programs, services, teaching, or any other area that you want to discuss.

An overwhelming majority of respondents felt Lane was doing a good job. Comments are grouped as follows: positive experience, evening/weekend, jobs, personal success, quality, services, cost, class size, and negative comments.

Positive Experience

* *Choosing Lane was the right thing for me! I met many good people and instructors while I was there!! I enjoyed my student life at Lane!! Thank you!!*
* *I consider LCC to be one of the finest schools--and most positive learning experience I have ever had. If I could get a 4-year degree from Lane, I would!*
* *Great experience coming from a small high school.*
* *I was always very happy to attend LCC. The learning environment was comfortable.*
* *I had a great experience at Lane, and I could not think of a more engaging, educational experience than the one that I got. I have great memories, and I would not change my experiences for anything!*
* *I loved the support and understanding I received from most every class. I excelled at LCC, and felt I could do anything after I left. It is a wonderful school with excellent teachers and staff. Thank you.*
* *Attending Lane was a fabulous experience for me. It prepared me for a lot more than academics; I feel I learned the essentials for success. I learned how to set a goal and go after it. I learned how to fail and improve. Mostly, I developed my confidence and social skills while at Lane, which I believe is just as important as reading and writing.*
* *The Women's Center was crucial to my success as a student and a civil servant. There is little chance that I would have made my goal a reality without their care, resources, encouragement, and positive support.*
* *LCC was fabulous--I rave about my experience. It was rough (the Nursing Program) but that is quality. No negative comments. I've also felt from day #1 that staff/student services were wonderful. Everyone has been generous and helpful.*
* *As a student at LCC right out of high school (1971), I felt valued by the instructors. I felt they really wanted me to succeed. As a returning student (1994-1997), I still felt valued by the instructors. The only difference between the 70's and the 90's was that as an older student, I felt valued and respected by the younger students too.*
* *I feel LCC has a very positive learning environment. The teachers are very helpful (with a few exceptions). Your tutoring services are great too.*
* *The learning environment at Lane is very good; the teachers are helpful; there are a variety of programs, services and information available and easily accessible. The only bad thing about Lane is the parking (or lack thereof).*
* *It's a great community.*
* *I was a returning student after 30 years. Lane was there, convenient, teaching me just what I wanted to know.*

* *It did broaden me a little bit. It was very beneficial. I never thought I would want to go back to school but it opened my eyes to the fact that people learn at all ages.*
* *My experience at Lane was positive for me, even with learning disabilities. The 3 years that I was there were satisfying, productive, motivating. My instructors, supervisor, and coworkers were exceptional.*

Evening/Weekend

* *Lane has a good variety of classes and offers them at all times so you can incorporate it into your schedule easily. Counselors and annual registration helped me to achieve my goals. Overall I think Lane is a really great school.*
* *I enjoyed it. The small classes, I went to night classes and got to spend a lot of time getting information from the teacher.*
* *The teachers were all really good and seemed to care about the students. They were definitely very understanding about the fact that many LCC students had full-time jobs and/or families to take care of. The availability of a wide selection of night courses and weekend courses was really great at LCC. Without them I wouldn't have been able to attend LCC. Low tuition was also great, as was the clothing program for gym classes. Writing standards should probably be higher, but that's really the only negative comment I have.*
* *Having weekend and evening classes available for people who work full time are great. I really appreciated it and hope that they will continue to cater to adults and people in the work force.*
* *I have greatly appreciated the night classes.*

Jobs

* *I totally enjoyed attending Lane. The only reason I was hired by Peace Health is because I went through the classes for the transcription certificate.*
* *One of the most positive experiences in my life; excellent classes and outstanding instructors. The Community Service Program prepared me well and enabled me to land my dream job! Thank you LCC!*
* *Lane's program made my career change successful. The computer program is excellent. My co-op gave me great experience and was a big factor in getting my current job. I was very prepared for my new line of work in the computer field.*
* *The Paramedic Program at Lane was excellent. It adequately prepared me for the State Certification Test and technical aspects for my job (present and future).*
* *I had a really good experience at Lane as a returning student, and I came out of it with a good paying job - by Eugene's standards. I would have never gotten a job like this without having gone to Lane.*

Personal Success

* *Thank you so much for the caring instructors and staff. The vast majority was assertive in helping me and making a personal-level connection. I am so glad that the Transitions to Success Program was there. It seemed just what I needed in my life at the time I came to Eugene. Also it was a door to my further education. I really am surprised that I am almost finished with my Bachelor of Science degree. Thanks again!*

* *I have nothing but positive things to say about my time at Lane. In the 3 years, I had only one teacher that was less than exceptional. I learned a great deal. I felt the classes were challenging. The school in general was very helpful. I entered Lane closely connected to the Women's Center (as a work study student), and I felt that was very instrumental in my success as a student. I am currently working full-time, but I do intend on completing my BA degree.*
* *The small class size and the individual attention given by excellent instructors made my Lane experience one of confidence building and forward-looking. If I hadn't started my higher education at Lane, I know I wouldn't be at the U of O now; I would not have had the confidence to try or the GPA to be admitted.*

Quality

* *I think Lane is a great school. I would recommend Lane to anybody wishing to attend college. The teachers were great and the learning atmosphere was superb. I really enjoyed my experience at LCC.*
* *Lane provides a quality of education not found at my 4-year university. The teachers are caring and qualified and want to see their students be successful. Lane gave me a strong basis in learning that I am going to carry with me through my educational future.*
* *I think it is an outstanding school and my experience was outstanding, for class sizes, support, quality of instructors, and the resources available.*
* *All of the teaching I was involved with was excellent. The teachers had a great knowledge of their subjects, and worked well with students. Also the physical education and sports programs and staff were excellent to work with.*
* *Good teachers and environment.*
* *The staff [at Lane] is excellent. Almost all the instructors very positive and clearly want to see their students succeed. Very willing to help and put out extra effort and time.*
* *Lane is a wonderful school, top-notch instructors.*
* *Very fine educational institution.*

Services

* *I feel Lane is a great school. Great teachers and a lot of diversity. People at Students First! Center are very helpful and friendly. No parking fees! :) Beautiful location!*
* *Some instructors provided fabulous learning opportunities with clear and reasonable expectations. The Women in Transitions program was the most instrumental in my success at LCC, and I recommend it to all of my clients as a family support worker!!!!*
* *With the help from the Women's Transition Program, Women's Center, Career Center, and the counseling staff my success at Lane and now U of O contributed greatly. I recommend Lane for community members for personal and professional enhancement and enrichment.*
* *Lane Rocks. Teachers were great, very involved and available. Everything I needed to get through was available at LCC including the Health Center.*
* *Very good, especially the tutors.*
* *I don't have any complaints with Lane. Only the positive! Student Health Services was greatly appreciated.*

* *Tutoring services for math and writing were very useful for me. I appreciated their services.*

Cost

* *I enjoyed my time at Lane and learned a lot. In my opinion, Lane is a great 2-year college. I wish Lane offered upper division classes because I would still be attending. The tuition is low and the education is marvelous.*
* *I think it is the best bang for the buck, and the Energy Management Program is the best in the country.*
* *Lane is a great place and a good value for the money.*
* *It is a really good bargain, and I was surprised at the quality of teaching and the size of the classes. Being in classes with fewer people was a big help.*

Class Size

* *I loved Lane. The small class sizes and contact with instructors was extremely beneficial to a returning student after 10 years out of school.*
* *Very wonderful experience. Great teachers for the most part. I loved having the small classes. My teachers always knew my name. I also had the opportunity to do the co-op ed, write for the Torch, and tutor French, which taught me just as much as my classes.*
* *Small classes and good teachers equal HAPPY STUDENTS.*
* *As mentioned above, small class size is VERY beneficial. Lane's variety of classes (especially non-credit) is truly amazing! And of consistently high quality!*

Negative Comments were grouped into mainly four categories: parking, smoking, the bookstore, and transferring classes.

* *Lane has very good instructors, which are very helpful in wanting their students to do well. The atmosphere is nice. A very comfortable school to attend. I wish there was more parking available--it gets hard especially the first few weeks to find a spot each term.*
* *I love the small class size and the enthusiasm of the teachers, which Lane has. The smoking on campus is something I'll never miss at Lane--the smoking is a major distraction.*
* *I was quite impressed by the great attitudes and willingness to help from everyone at Lane--from staff, faculty, teachers, secretaries, administration, janitors--yes, everybody there. The only thing that continually upset me was the bookstore. I felt like every time I went in there, I was immediately labeled a thief and they asked me to leave my bag outside.*
* *Overall, I enjoyed my teachers. I think I got a good foundation of knowledge started at Lane. The one thing that I wish I would have known about in the very beginning at Lane was which classes WOULD transfer to a university. I was told to take classes that I wanted to rather than classes I needed. As a result of this, I was at Lane for 3 YEARS to complete a 2-YEAR degree.*
* *My experience at Lane was completely positive--I enjoyed and benefited from every class and found all instructors and staff extremely helpful and student oriented. As a direct transfer student to U of O, I believe greater communication and/or integration between Lane and U of O would better prepare students--i.e. academic advising, degree and major requirements minor and certificate options, and other general guidance.*

RELATED REPORTS AND FURTHER INFORMATION

Related reports available from the Institutional Research, Assessment & Planning Department include:

- Comments from the 2001 Follow-up Study of 1999-00 Students—student survey (by declared major/degree).
- Student Outcomes Report—Data analyses from this study and additional system data for each professional technical degree program.
- Community Perception and Needs Survey—Fall 2001.
- ACT Student Opinion Survey—Spring 2000.

For further information on the 2001 Follow-up Study of 1999-00 Students or information about other research mentioned in this report, please contact:

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Some highlights from this survey will be posted on Lane's Institutional Research, Assessment & Planning web site (http://lanecc.edu/research/index.htm).

Student Follow-Up Study
Spring 2001

1999-2000 Students: *One Year Later*

Appendix A

Transfer Student Survey Instrument

Lane Community College

Student Follow-Up Survey

Please answer the following questions and return the questionnaire in the enclosed envelope. No stamp is needed.

1. What was your major field of study when you left or graduated from Lane?_____

2. Why did you choose to attend Lane rather than another college or university? (Check all that apply.)

   ☐ Specific degree or training program was available at Lane
   ☐ Cost was lower at Lane
   ☐ Quality of instruction was higher at Lane
   ☐ Lane was close to home
   ☐ Because of enrollment restrictions at state colleges and universities
   ☐ Other (please specify) _____

3. What was your primary reason for attending Lane? (Choose only one answer.)

   ☐ To complete lower division classes for transfer to a four-year college
   ☐ To prepare for a new job or career
   ☐ General self-improvement
   ☐ To earn a one- or two-year certificate/degree (Not interested in transfer to four-year school)
   ☐ To improve/update job skills for current position
   ☐ Other (please specify) _____

4. To what extent did you achieve your goals or obtain what you wanted from your Lane education?

   ☐ Very much so ☐ Somewhat ☐ Not at all

   Was there anything you wanted to achieve while attending Lane but did not accomplish?

5. How likely would you be to take a class from Lane in the next 2-3 years? (Circle only one answer.)

Very likely		Somewhat		Not at all likely
5	4	3	2	1

6. If you participated in the Cooperative Education Program, how would you rate your Co-op assignment in terms of its *value* and *relevance* to your area of study? (Circle one answer for value and one answer for relevance.)

	Very good	Good	Average	Poor	Very poor
Value:	5	4	3	2	1
Relevance:	5	4	3	2	1

   Please comment (positive and negative) about your Co-op experience:

7. If you left Lane before receiving a degree or certificate, why did you leave? (Please check all that apply.)

   ☐ Accomplished what I wanted
   ☐ Transferred to another college/university
   ☐ Accepted a job
   ☐ Financial problems
   ☐ Health problems
   ☐ Transportation problems
   ☐ Child care problems
   ☐ Family/personal problems
   ☐ Moved out of the area
   ☐ Desired courses were not offered when I could take them
   ☐ Dissatisfied with the quality of teaching
   ☐ Was unsure of my academic goals
   ☐ Lost my financial aid
   ☐ Poor academic preparation
   ☐ Needed a break before returning to school again
   ☐ Other (please state)_____

8. What is your **current** educational status? (Choose only one answer.)

- ☐ Attending school *full*-time (12+ credits).
- ☐ Attending school *part*-time.
- ☐ Not attending school now, but have since leaving Lane.
- ☐ Have not attended school since leaving Lane.

If currently attending school, please provide the following information:
Name of school _____ City _____ State _____

9. **If you transferred** to a 4-year college or university from Lane, how well did Lane classes prepare you overall for classes at your new institution? (Circle only one answer.)

Very well		Somewhat		Not at all well
5	4	3	2	1

What specific reasons or experiences prompted you to answer as you did?

10. **If you transferred** to a 4-year college or university from Lane, how easy was the transfer between institutions? (Circle only one answer.)

Very easy		Somewhat		Not at all easy
5	4	3	2	1

Please specify which courses you *thought* would transfer but didn't.

11. Which of the following writing classes did you complete **at Lane** in the last 5 years? (Check all that apply.)

☐ WR 121 ☐ WR 122 ☐ WR 123 ☐ WR 227 (Technical Writing)

12. If you completed WR 121, WR 122, WR 123, or WR 227 from Lane in the last 5 years, how prepared were you for writing tasks in courses at a 4-year college or university? (Circle only one answer.)

Very well		Somewhat		Not at all	Not applicable
5	4	3	2	1	0

13. What is your **current** employment status? (Choose only one answer.)

- ☐ Employed full-time
- ☐ Employed part-time
- ☐ Full-time military service
- ☐ Temporarily laid off (expect to be called back within 6 months)
- ☐ Unemployed (not employed, but actively seeking employment)
- ☐ Not in labor force (not employed & not seeking employment)

14. **Please comment** on the learning environment at Lane (such as teaching, programs, services, students or facilities), **both positive and negative**.

Thanks for your time and help!! Please return the questionnaire in the enclosed envelope. No stamp is needed.

Student Follow-Up Study
Spring 2001

1999-2000 Students: *One Year Later*

Appendix B

Professional Technical Student Survey Instrument

Lane Community College

Student Follow-Up Survey

Please answer the following questions and return the questionnaire in the enclosed envelope. No stamp is needed.

1. What was your major field of study when you left or graduated from Lane?_____

2. Why did you choose to attend Lane rather than another college or university? (Check all that apply.)

   ☐ Specific degree or training program available at Lane
   ☐ Cost was lower at Lane
   ☐ Quality of instruction was higher at Lane
   ☐ Lane was close to home
   ☐ Because of enrollment restrictions at state colleges and universities
   ☐ Other (please specify) _____

3. What was your primary reason for attending Lane? (Choose only one answer.)

   ☐ To complete lower division classes for transfer to a four-year college
   ☐ To prepare for a new job or career
   ☐ General self-improvement
   ☐ To earn a one- or two-year certificate/degree (Not interested in transfer to four-year school)
   ☐ To improve/update job skills for current position
   ☐ Other (please specify) _____

4. To what extent did you achieve your goals or obtain what you wanted from your Lane education?

   ☐ Very much so ☐ Somewhat ☐ Not at all

   Was there anything you wanted to achieve while attending Lane but did not accomplish?

5. How likely would you be to take a class from Lane in the next 2-3 years? (Circle only one answer.)

Very likely		Somewhat		Not at all likely
5	4	3	2	1

6. If you participated in the Cooperative Education Program, how would you rate your Co-op assignment in terms of its *value* and *relevance* to your area of study? (Circle one answer for value and one answer for relevance.)

	Very good	Good	Average	Poor	Very poor
Value:	5	4	3	2	1
Relevance:	5	4	3	2	1

Please comment (positive and negative) about your Co-op experience:

7. If you left Lane before receiving a degree or certificate, why did you leave? (Please check all that apply.)

   ☐ Accomplished what I wanted
   ☐ Transferred to another college/university
   ☐ Accepted a job
   ☐ Financial problems
   ☐ Health problems
   ☐ Transportation problems
   ☐ Child care problems
   ☐ Family/personal problems
   ☐ Moved out of the area
   ☐ Desired courses were not offered when I could take them
   ☐ Dissatisfied with the quality of teaching
   ☐ Was unsure of my academic goals
   ☐ Lost my financial aid
   ☐ Poor academic preparation
   ☐ Needed a break before returning to school again
   ☐ Other (please state)_____

8. What is your **current** educational status? (Choose only one answer.)

   ☐ Attending school/training *full*-time (12+ credits).
   ☐ Attending school/training *part*-time.
   ☐ Not attending school now, but have since leaving Lane.
   ☐ Have not attended school since leaving Lane.

9. What is your **current** employment status? (Choose only one answer.)

☐ Employed full-time
☐ Employed part-time
☐ Full-time military service
☐ Temporarily laid off (expect to be called back within 6 months)
☐ Unemployed (not employed, but actively seeking employment)
☐ Not in labor force (not employed & not seeking employment)

Please complete questions 10-11 if you are employed. If you are not employed, please go to question 19.

10. If you are employed, were you employed in your present job when you began taking classes at Lane? ☐ Yes ☐ No

11. a. Is your job related to your Lane Community College field of study?

☐ Yes, it is directly or closely related. ☐ No, it is only remotely or is not related at all.

b. If your present job is not related to your field of study, please check the ***one*** best reason why: (Choose one answer.)

☐ Preferred to work in another field
☐ Found better paying job in another field
☐ Could not find a job in field of preparation
☐ Did not complete program or pass licensing test
☐ Temporary job while in transition
☐ Other _____

Please complete questions 12-18 if you are employed in a job related to your field of study. If you are not employed in a job related to your field of study, please go to question 19.

12. How relevant were Lane classes to the knowledge and skills you need on the job?

Very relevant		Somewhat relevant		Not at all relevant
5	4	3	2	1

13. How *important* are the following **vocationally specific skills** in your current job and how *effective* was Lane's training for each skill? (Circle one *importance* and one *effectiveness* for each skill; na = not applicable.)

	Importance to Your Job					***Effectiveness of Lane Training***					
	Extremely Important		**Somewhat Important**		**Not Important**	**Excellent**		**Average**		**Poor**	
Equipment operation	5	4	3	2	1	5	4	3	2	1	na
Equipment maintenance	5	4	3	2	1	5	4	3	2	1	na
Work quality	5	4	3	2	1	5	4	3	2	1	na
Hands-on experience	5	4	3	2	1	5	4	3	2	1	na
Technical job knowledge	5	4	3	2	1	5	4	3	2	1	na
Other _____	5	4	3	2	1	5	4	3	2	1	na

What specific training should Lane provide to improve vocationally specific skills that would have helped you in your current job?

14. How *important* are the following **people skills** in your current job and how *effective* was Lane's training for each skill? (Circle one *importance* and one *effectiveness* for each skill.)

	Importance to Your Job					***Effectiveness of Lane Training***					
	Extremely Important		**Somewhat Important**		**Not Important**	**Excellent**		**Average**		**Poor**	
Communication skills	5	4	3	2	1	5	4	3	2	1	na
Meeting the public	5	4	3	2	1	5	4	3	2	1	na
Listening skills	5	4	3	2	1	5	4	3	2	1	na
Teamwork skills	5	4	3	2	1	5	4	3	2	1	na
Interview skills	5	4	3	2	1	5	4	3	2	1	na

What specific training should Lane provide to improve people skills that would have helped you in your current job?

15. How *important* are the following **general/computer skills** in your current job and how *effective* was Lane's training for each skill? (Circle one *importance* and one *effectiveness* for each skill.)

	Importance to Your Job					*Effectiveness of Lane Training*					
	Extremely Important		Somewhat Important		Not Important	Excellent		Average		Poor	
Organizational skills	5	4	3	2	1	5	4	3	2	1	na
Learning/adapting skills	5	4	3	2	1	5	4	3	2	1	na
Efficiency/productivity	5	4	3	2	1	5	4	3	2	1	na
Problem-solving skills	5	4	3	2	1	5	4	3	2	1	na
Writing skills	5	4	3	2	1	5	4	3	2	1	na
Math skills	5	4	3	2	1	5	4	3	2	1	na
E-mail	5	4	3	2	1	5	4	3	2	1	na
Internet	5	4	3	2	1	5	4	3	2	1	na
Word processing skills	5	4	3	2	1	5	4	3	2	1	na
Spreadsheets (Excel, Quattro Pro, etc.)	5	4	3	2	1	5	4	3	2	1	na
Databases (Access, FoxPro, Oracle, etc.)	5	4	3	2	1	5	4	3	2	1	na
Computer skills specific to your field	5	4	3	2	1	5	4	3	2	1	na

a. What specific training should Lane provide to improve general/computer skills that would have helped you in your current job?

b. Estimate the average number of hours per week you use the following *in your job*:

E-mail/Internet ____ Word processing ____ Spreadsheets ____ Databases ____

Desktop Publishing ____ Graphics/Illustration ____ Discipline specific computer programs ____

16. What is your **overall rating of the training you received from Lane** with respect to the requirements of your job? (Please circle only one.)

Excellent	Good	Average	Below average	Poor
5	4	3	2	1

17. Please provide the following information on your present job:

Job Title: _____ Job Duties: _____

18. a. Please estimate your average *monthly* income from this employment, before taxes and deductions: $_____

b. This income is based on an average of how many *hours each week*? _____

19. To what extent has your training from Lane added to your *ability* for job placement and/or advancement?

Very much		Somewhat		Not at all
5	4	3	2	1

20. **Please comment** on the learning environment at Lane (such as teaching, programs, services, students or facilities), **both positive and negative**.

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